



## **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: Urban or large central city

4. Number of years the principal has been in her/his position at this school: 5

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>	9	11	20
<b>K</b>	9	12	21
<b>1</b>	11	15	26
<b>2</b>	7	17	24
<b>3</b>	10	14	24
<b>4</b>	14	11	25
<b>5</b>	12	11	23
<b>6</b>	8	8	16
<b>7</b>	8	14	22
<b>8</b>	8	11	19
<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>220</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
17 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
67 % White  
10 % 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.	1
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1, 2011	229
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

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

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 4%  
 Total number of students who qualify: 9

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: 5%  
 Total number of students served: 11

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>9</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>0</u>
Total number	<u>24</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

22:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	97%	96%	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**

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St. Peter School is a Catholic elementary school committed to providing an education founded on love of God and service to others, characterized by Catholic values and academic excellence, and dedicated to addressing each child's unique talents and abilities.

St. Peter School opened in 1868 with a faculty largely comprised of nuns from the Sisters of the Holy Cross in Notre Dame, Indiana. One of the oldest continuously operating Catholic elementary schools in the original city of Washington, DC, St. Peter School currently operates under the auspices of the Archdiocese of Washington as a regional Catholic elementary school supported by the local parishes of St. Peter's, St. Joseph's, St. Dominic, St. Mary Mother of God, St. Patrick's, and the Cathedral of St. Matthew the Apostle. Instilled in each student is a foundation for lifelong intellectual growth and spiritual formation.

Serving the Capitol Hill community as well as the surrounding areas in the DC region, St. Peter School offers a Pre-Kindergarten through eighth grade program. Teachers are mindful of students' diverse needs and use differentiated instructional strategies to ensure each student reaches his or her maximum potential. The curriculum, based on the Archdiocese of Washington standards, includes the core subjects of religion, reading, language arts, math, social studies, and science; additionally, students participate in art, music, physical education, and Spanish language classes weekly. Middle school students also participate in Latin class and study skills class.

A culture of reading is a strong tradition at St. Peter School. The standard curriculum is enriched with the use of a wide range of novel units, daily independent reading, visiting authors, school-wide thematic reading events, a middle school drama festival, a summer reading challenge, and reading clubs. During independent reading time, teachers use the Accelerated Reader program to help students work toward reading goals.

St. Peter School has recently made great strides in the areas of science and technology. Three years ago, a new science lab was built, including workstations with sinks, tools required for hands-on science experiments, and the installation of a SMART Board. FOSS (Full Option Science System) science kits were purchased for first through eighth grades to provide students with inquiry-based learning experiences. Each year, students in fourth through eighth grades participate in an in-house science fair, and the winners compete in the DC Citywide Science and Engineering Fair. In 2011, a team of middle school students won first place in the Department of Energy Regional Science Bowl and entered the Department of Energy National Science Bowl.

Two years ago, the reading library was enhanced with a SMART Board, a class set of desktop computers, and a class set of laptops and iPads which can be used in the library or any classroom in the school through wireless Internet access. Also, the position of instructional technology specialist was created to help teachers and students truly integrate technology into the curriculum. Each of the first through eighth grade classrooms has a SMART Board and at least two student computers, and the middle school math classroom has a set of graphing calculators. Document projectors will be added to classrooms this year.

A critical component of a St. Peter School education is developing concern for others and embracing the values that anchor the Catholic faith. Students regularly engage in service activities designed to foster social awareness. These activities are carried out by the Student Families and the Student Council. Each Student Family consists of a group of students spanning Pre-Kindergarten through eighth grade. The service activities are supervised by teachers but led by the eighth graders in the group. The Student Council sponsors several drives and collections; and through the sale of handmade items, raises money each month for a selected charitable organization.

Students learn to care for and respect one another, and how to be good stewards of the earth. Through the implementation of Pro Positive Spirit (ProPS), a character education program based on the Catholic virtues, positive character traits are instilled in the students. ProPS, integrated across the curriculum, focuses on one virtue each month. Members of the Green Club take the lead in caring for the earth by monitoring proper recycling and composting methods, and the school hosts an e-cycling program for the community.

The school is situated in the heart of an urban residential community and is within walking distance of historic buildings, museums, monuments, a theater, and two subway stations, providing a wealth of learning opportunities right outside the door. The after school program offers a variety of enrichment activities such as creative arts, sports, dance, instrumental music, and Tae Kwon Do.

At St. Peter School, students take part in a rigorous academic curriculum, learn how to be contributing members in a global society, and are prepared for the future with a solid, well-rounded educational foundation.

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

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

**A.** As mandated by the Archdiocese of Washington, St. Peter School administered the Terra Nova standardized achievement test through the spring of 2012. Published by CTB/McGraw-Hill, the Terra Nova was given to students in second through eighth grades. The Terra Nova is a norm-referenced test based on specific content objectives to be mastered by students at each grade level. Student achievement is measured on an individual basis and compared on a national percentile basis. The Terra Nova data also measures the effectiveness of curriculum and instruction and is used to diagnose the individual needs of students. In recent years, test results of St. Peter School students have consistently been significantly above average. This reflects a consistent application of effective instructional practices and intervention plans.

The Terra Nova Second Edition was administered from 2005-2008; the Terra Nova Third Edition replaced the Second Edition in 2009. The Terra Nova was administered in three sections, the In View, the Complete Battery, and the Plus. The In View, administered through 2011, measures cognitive abilities in verbal reasoning, sequences, analogies, and quantitative reasoning. The Complete Battery measures achievement in the areas of reading, language arts, mathematics, science, and social studies. The language arts assessment includes reading comprehension, grammar, spelling, and vocabulary, and a writing component for fourth and seventh grade students. The math section includes number and number relations, computation and numerical estimation, operation concepts, measurement, geometry and spatial sense, data analysis, statistics and probability, patterns, functions, algebra, problem solving, and reasoning. The Plus measures achievement in the areas of spelling, vocabulary, language mechanics, word analysis, and math computation.

**B.** The two scores most often used by the school are the Objectives Performance Index (OPI) and the National Percentile of the Normal Curve Equivalent (NP of NCE). The OPI scores show students' mastery range on grade level objectives. By identifying low, moderate, and high mastery OPI scores, teachers can identify specific skill deficits or strengths of the class or individuals on specific learning objectives and plan appropriately challenging instruction for varied ability levels.

The NP of NCE is used for further data analysis. The scores reported in this application and most regularly used by the school are the NP of NCE scores. Results of the five years of assessment show two main trends. First, of the 30 scores reported for the five-year period (six classes of data for five years), 21 of the scores, or 70 percent, meet or exceed the current Terra Nova Third Edition 'Student Percentile Equivalent for the 85<sup>th</sup> School Percentile' listed as qualifying scores for the 2013 National Blue Ribbon Schools Program. While the qualifying scores can fluctuate slightly from year to year, St. Peter's scores demonstrate a very high level of achievement among the third through eighth grade classes because a vast majority of students' scores are higher than the published qualifying scores.

The data from the past five years shows that out of the nine scores that were lower than the current qualifying scores, only three were in reading, while the other six were in math. In response, teachers began to use new instructional techniques and were provided with more teaching resources to use in math. Now all teachers of math implement math centers and give regular informal assessments. Notable gains were shown in the Terra Nova math scores of middle school students, and scores of seventh graders increased by 15 percentile points between 2011 and 2012.

A second trend in the Terra Nova data is that all grades have had a net increase in reading and math test scores from 2007-2008 to 2011-2012 except sixth grade. For example, the fourth grade NP of NCE scores was 62 in 2007-2008, and in 2011-2012 it was 89. This success can be attributed to several factors. First, the administration increased student time on task, and teachers are required to indicate in their lesson

plans which academic standards are being met and how they are differentiating both instruction and assessment. Also, a Student Assistance Team (SAT) meets on a regular basis to create individual plans for students who need extra support, and there is consistent follow up after the implementation of the plan. The resource instructors have regularly scheduled times to work inclusively in classrooms, assisting small groups of learners. Additionally, an instructional coach was hired in 2009 to work closely with teachers to improve student achievement. The instructional coach oversees professional development, leads the Student Assistance Team, spends a significant amount of time on classroom observations, and has ongoing dialogue with teachers regarding instructional practices and improvement. The instructional coach serves as a major support for teachers and makes sure they have the resources they need for optimal instruction.

The net decrease in sixth grade NP of NCE scores of three percentile points in reading and eight percentile points in math is likely due to three chronically low-performing students in the current seventh grade class. To help yield higher test scores this year, the Student Assistance Team has created an intervention plan to be put in place for each of the three students. The plan will be closely monitored by the instructional coach and teachers.

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

At St. Peter School, assessment results are used to improve teaching and learning at the school level, the classroom level, and at the individual level. At the school level, the instructional coach focuses on standardized test analysis with the principal and resource teachers to set curriculum goals for the school's continuous improvement plan. As a result of this process, there have been school-wide curricular changes, such as improving the language arts program by incorporating more language mechanics and word analysis instruction in all grades and purchasing additional math manipulatives for all students through eighth grade to better understand abstract concepts.

Before school begins each year, the instructional coach educates teachers about specific terms on test reports, as well as how to read disaggregated data to analyze results of students within a class. As teachers carefully analyze the data, they set goals for their classroom curriculum and target the needs of individual students. In addition to the Terra Nova students take a quarterly reading benchmark test, the STAR test, and an Accelerated Reader (AR) quiz for each leveled AR book they complete. The regularity of data examination allows teachers to target students for intervention or enrichment.

In the 2011-2012 academic year, St. Peter School was asked to pilot the Scantron Performance Series standardized achievement test by the Archdiocese of Washington Catholic Schools Office. This standardized test officially replaced the Terra Nova in fall 2012. The Scantron Performance Series test is an online computer-adaptive test. This diagnostic reading and math test is given to second through eighth grades in September, January, and May (to produce baseline, progress, and summative results). It provides administrators and teachers with standards-based reports which are available immediately after students have tested. The test helps to inform school-wide and classroom decisions about curriculum and instruction. Assessment data from the Scantron Performance Series test has been especially helpful in identifying individual student learning needs. The test results include a list of objectives students should work on and suggestions for remediation resources. This information also serves as a centerpiece for parent-teacher conferences regarding progress, performance, and suggestions for student improvement.

Classroom teachers use formal and informal assessments to guide instructional decisions and to monitor student progress on a regular basis. Tests, quizzes, and projects are used as a tool for teachers to provide meaningful feedback to students about their academic progress. Formal assessments show students' overall academic achievement, while informal assessments show student progress. Informal assessments such as exit slips are used so teachers can make instructional decisions about pacing and give students timely feedback on a particular concept. When formal and informal assessment results suggest that a student does not understand an objective, teachers use this information to re-teach concepts in a different way or create an intervention plan.

When a student has chronic academic struggles that are not easily resolvable in the classroom, the Student Assistance Team (SAT) meets to take a team approach at solving the problem. The team includes the instructional coach, resource teachers, and teachers of the student who is struggling. The SAT referral process includes a checklist that teachers complete before requesting a SAT meeting. The checklist involves steps such as contacting a parent about academic concerns, tutoring the student on needed skills, and gathering assessments to document student progress. Once the checklist is complete, SAT meets to identify the major concerns and come up with an intervention and follow-up plan.

Assessment results are shared with fourth through eighth grade parents via Cornerstone, an online comprehensive database mandated by the Archdiocese of Washington. Teachers update grades on a weekly basis, and both parents and students are able to see the results. Quarterly report cards are generated from the Cornerstone database. First through third grade teachers send home written progress reports and report cards quarterly; Pre-Kindergarten and Kindergarten send a written report each semester. Teachers also send graded assessments home on a weekly basis.

All teachers communicate regularly with parents via email in a weekly newsletter which lists class activities and homework assignments. Teacher-parent communication regarding academic concerns on assessments is also shared regularly through email or a phone call. There are two official parent-teacher conference days during the school year, but conference appointments can be made at any time, as needed. Standardized test results, including Terra Nova, Scantron, and STAR are sent home to parents, along with details for interpretation, shortly after the school receives the results.

The principal shares standardized test results to the Pastor-Principal Advisory Board and with the entire school community at Back-to School-Night. In collaboration with the Pastor-Principal Advisory Board, the principal published a four year Progress Report in August 2012 which included general standardized test result data and other points of academic progress. This information can also be found on the school website.

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

Teachers throughout the Archdiocese of Washington have gathered to discuss successful instructional practices at district-wide professional development days, and principals convene at least once a month at regional meetings and conference days. Collaboration also takes place among St. Peter School and other local schools in preparation for annual events such as the National Science Bowl and the Math Counts competition. Teachers discuss instructional resources that help prepare students for the academic competitions.

Teachers and administrators take classes or attend professional development conferences with the support of Title IIA funds. Several teachers attend local universities for graduate coursework in education and take online courses. In terms of national conferences, for example, the Pre-Kindergarten and Kindergarten teachers attend the National Association for the Education of Young Children annual conference, where they collaborate with other early childhood educators around the country on the latest research; the middle school math teacher regularly attends the National Council of Teachers of Mathematics annual conference, where she has had the opportunity to collaborate with other math educators about math and technology integration.

St. Peter School was selected as a pilot school for both the Scantron Performance Series test and the Cornerstone data system in 2012. The administration has been able to provide feedback regarding both initiatives to the Archdiocese of Washington Catholic Schools Office. Both initiatives are essential in terms of effective testing and reporting of student progress. The feedback has helped to tailor the systems to meet the needs of Archdiocesan schools. St. Peter School administration is also able to provide helpful tips to others who are just beginning to work with the systems.

The Archdiocese also creates leadership committees in which St. Peter's faculty regularly engage, such as the standardized test committee and the teacher advisory committee for the superintendent. The resource instructors and the school counselor attend meetings and collaborate with others in the same roles across the Archdiocese.

St. Peter School quarterly invites the parent community to evening presentations on current educational topics through its Home and School Association. The most current school activities and events are posted on the school website, and St. Peter School submits school news monthly to the *Hill Rag*, the local Capitol Hill newspaper, and occasionally submits to the *Catholic Standard* and the *Washington Post*.

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

One of the strengths of St Peter School is community engagement. There are many community building events throughout the year for the school families sponsored by both the school and the Home and School Association (HSA), including picnics, game nights, student event receptions, parent coffees, and open houses for both prospective and current parents. St. Peter School is fortunate to have strong support from its families, parishioners, and the community at large. Each year, members of the development committee and the HSA take the lead in promoting the Annual Fund Campaign and the annual St. Peter School Auction. In two years, Annual Fund participation has increased by 50 percent. The generous donations have made it possible to upgrade the two playgrounds, refurbish the art space, and purchase FOSS science kits, additional curriculum material, and technology equipment. With the enthusiasm of the parent community, the annual St. Peter School Auction moved from the church basement to Nationals Park baseball stadium last school year, more than doubling attendance, and broadening the school's support base by including many members of the larger Capitol Hill community. Proceeds from the auction go toward tuition assistance, promoting accessibility to all students.

Through the use of technology, communication between home and school increased significantly four years ago. The school publishes a weekly e-newsletter, *The Rock*, which includes notes from the principal, HSA, school nurse, and the Aftercare program, as well as calendar reminders. The school website has been greatly enhanced to include up-to-date information, articles on class activities, photo slideshows and videos, important links, and teacher pages that highlight upcoming projects, assignments, and class activities. The school's Facebook page is regularly updated with photos and news on school events for the purpose of reaching out to both current school families and alumni. The school also uses an emergency broadcast system for important announcements via email and phone.

The Library of Congress, Folger Shakespeare Theater, and United States Capitol Building are within walking distance of the school, and students have had several opportunities to participate in programs offered at these locations. Through Student Council, the school community has forged a positive relationship with the local police and fire departments, and through its relationship with the Capitol Hill Community Foundation, the school has received several grants. The students also participate in field trips to the museums and national parks near the neighborhood on foot, by bike, or by subway.

## **PART V - CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

At St. Peter School, faith becomes living, conscious, and active through instruction and participation in prayer, worship, and sacraments. Students lead a weekly Mass and participate daily in religion class.

Catholic identity is integrated throughout the curriculum. A Catholic virtues program is central to the culture of the school, and all students participate in service projects at least once each month as an expression of the school's mission.

The reading and language arts curriculum emphasizes phonemic awareness, spelling and grammar, reading fluency, and building comprehension skills in the primary grades. Kindergarten through fifth grade students participate in guided reading blocks and are placed in small groups tailored to their various skills. Middle school students delve into more complex reading lessons and the study of novels. Lessons are structured so students apply acquired skills and think critically. There is also independent reading time each day for first through eighth graders.

Students in Kindergarten through fifth grade use the 6+1 Traits of Writing program to develop an understanding and application of elements of writing. By middle school, students are writing multi-paragraph essays, research papers, and poetry.

In the early childhood years, the math curriculum places an emphasis on fundamental skills, number sense, and computation with the use of hands-on activities and manipulatives. As students progress through each grade level, they learn to solve more complex problems and provide proof and support for their ideas. By eighth grade, students solve multi-step questions, graph linear equations and inequalities, solve systems of linear equations, and apply the quadratic formula.

The science program in Pre-Kindergarten through third grade includes life, earth, and environmental science. Students perform hands-on experiments using inquiry-based FOSS science kits. Fourth through eighth graders have class in the science lab, utilizing the lab equipment along with FOSS kits and SMART Board technology. They study astronomy, the human body, physics, chemistry and biology, and take part in in-house science and city-wide science fairs. A team of middle school students also participates in the Department of Energy Regional Science Bowl each year.

Through third grade, the social studies curriculum includes community, government, and map skills. Fourth graders learn the regions of the United States; fifth and eighth graders study American history; sixth and seventh graders study the geography, history, culture and traditions of Europe, the Americas, Asia and Africa. Students use critical thinking skills to analyze information; they give presentations and create projects with the use of technology; textbooks, primary sources, and field trips highlight important concepts.

St. Peter School is in compliance with Blue Ribbon foreign language requirements. Spanish is taught in Pre-Kindergarten through eighth grade with a focus on vocabulary, grammar, reading, and listening skills. The history and culture of Spanish speaking countries is also incorporated.

Latin is mandatory for middle school students, with a focus on vocabulary and grammar. Students use basic knowledge of Latin words to decipher vocabulary across all subject areas. Latin is also taught within the context of Catholic Church history.

In art class, children practice drawing and visualization skills. They study line, color, texture, and shape to create abstract and realistic representations in various mediums. Students also learn to analyze artwork and make connections between art and other subject areas.

The music program exposes students to both sacred and popular music. They learn how to sing a variety of music, identify musical elements, and perform rhythms and melodies. The Christmas Concert and the Spring Musical showcase their musical talents.

The physical education program encourages students to develop motor skills, improve stamina and vitality, and make healthy lifestyle choices. Students learn the value of teamwork and good sportsmanship.

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

The reading curriculum is a point of particular excellence and pride for St. Peter School. The goal of reading instruction at St. Peter's is not only to ensure reading proficiency in all of our students, but also to instill a love of reading. Reading skills formation begins in Pre-Kindergarten and Kindergarten, with exposure to quality children's literature, as well as to the concepts of print and the sounds of the alphabet. Formal reading instruction starts in first grade, when students begin developing essential reading skills and strategies through the Harcourt Story Town curriculum. This curriculum emphasizes guided reading in small groups to meet the needs of students at all skill levels. Resource instructors and classroom teachers work together to ensure appropriate levels of guidance for students, including struggling or reluctant readers and those who are prepared to confront more challenging reading objectives.

The standards-aligned Story Town program, combined with a guided reading format, forms the basis of classroom reading instruction in grades one through five, providing a cohesive experience for the students and steadily spiraling essential skills and knowledge. Students explore increasingly complex literary conventions and elements, including character, plot, and setting; and they study a variety of literary genres and styles. Teachers also sustain a focus on reading comprehension, fluency, and vocabulary.

St. Peter School middle school students tackle complex literature and analysis. Students' primary reading resource throughout middle school is the standards-aligned McDougal Littell literature textbook series, which offers a diverse array of challenging fiction, non-fiction, poetry, folklore, and drama; and which emphasizes acquiring the vocabulary to discuss literature in an analytical way. Middle school students also read several novels, both classic and contemporary, and perform a play as a class. The emphasis on analysis of literature through detail-based written response prepares students for the rigorous demands of higher education.

The school has a library program that nurtures a love of reading through individualized literature guidance, and the library itself houses more than 11,000 books. First through eighth graders participate in the Accelerated Reader program, which helps students grow as readers by creating individual goals in terms of volume of reading and content difficulty level. The school makes reading fun and appealing with incentives such as a yearly summer reading party to celebrate the students' summer reading achievements. St. Peter School also offers numerous reading enrichment opportunities, such as Newbury Club and Shakespeare Club, for advanced, eager readers.

## **3. Mathematics:**

The St. Peter School math curriculum meets the needs of individual learners as they progress from concrete to abstract math concepts. Teachers use the Archdiocesan math standards to plan their lessons, which incorporate the strands of number sense, computation, algebra and functions, geometry, measurement, and problem solving.

Teachers have access to a school-wide collection of math manipulatives, including items such as fraction tiles, algebra tiles, geometry blocks, and place value flip charts for student use. Teachers also take advantage of resources like number lines, integer flash cards, and small white boards for problem-solving,

so that students are engaged in differentiated learning activities. Whenever possible, teachers incorporate interactive SMART Boards in their lessons to model concepts.

In Pre-Kindergarten, math is integrated across the curriculum to help students identify number relationships in everyday classroom activities. In Kindergarten and first grade, students learn concrete skills like skip counting, telling time, and basic arithmetic. The Saxon program is used in these early years because of its incremental, spiraled approach. Broad topics are broken into smaller parts and reviewed throughout the year. Second through eighth grade students use the Sadlier-Oxford program, which includes technology integration lessons and teacher resources for both remediation and enrichment. In sixth through eighth grade, the Sadlier-Oxford program progresses from operations with fractions and decimals to algebraic reasoning. Eighth grade students use TI-84 Plus graphing calculators to graph lines and systems of equations.

Teachers use formative and summative assessments, as well as standardized test scores to determine how to differentiate math instruction. Students needing extra support in math receive classroom accommodations or remediation from resource teachers. High-performing students in fourth through eighth grade are encouraged to compete in the annual school math bee; middle school students are encouraged to join the Math Counts team.

In eighth grade, ability grouping is used to separate students into Math 8 and Algebra 1 so students have more individual attention with the math teacher. Prior math grades and an algebra placement test are used to determine class placement. Each year, approximately half of the students in eighth grade are placed in Math 8; the other half are placed in Algebra I. Math 8 integrates geometry and builds on pre-algebra concepts, while Algebra I progresses rapidly from applications of slope to advanced polynomial operations.

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

Catholic faith and values are integral to instruction at St. Peter School. Students learn about and experience the Catholic faith in a variety of ways. First and foremost, all students have regular, focused religious instruction. Students learn about the Old and New Testaments, the Ten Commandments, the life of Jesus, the lives of the saints, and the theological underpinnings of the Catholic sacraments. Middle school students also explore Catholic social teachings with the guidance of the religion teacher and the parochial vicar, who encourage faith formation through authentic questioning and self-examination.

As a school community, St. Peter's regularly celebrates Mass and comes together for events to mark the special liturgical seasons of the Church. Every Wednesday of the school year, students lead a Mass, and the entire community, including students, teachers, administration, and parents, attend to worship together. Priests from St. Peter's Church and the regional supporting parishes come to celebrate Mass with the community. During Advent, the students, teachers, and administration come together every morning to participate in special readings and reflections, and to sing Advent songs in preparation for Christmas. A school-wide celebration, complete with festive Catholic traditions, is held for Mardi Gras, and during the season of Lent, students participate weekly in Stations of the Cross in order to remember the suffering and death of Jesus.

St. Peter School instills in its students a commitment to Catholic virtues. A school-wide virtues program entitled ProPS (Pro-Positive Spirit) focuses on one virtue, such as kindness or courage, per month. The program includes classroom lessons, a consistent message through common vocabulary, and the use of visual displays, stories, and inspirational quotes. Students who display the virtues in practical, everyday ways are specially recognized each week.

A major goal of a St. Peter's education is to establish in students the Catholic ethic of service to others. All students are members of a Student Family, led by an eighth grade student, which works

quarterly on a service project such as packaging household items for American and international families in need or collecting funds for Operation Rice Bowl. Student Council leads canned food drives, organizes winter clothing drives, and raises funds for a charitable organization each month. Middle school students are required to perform 15 hours of community service each year; all parents also perform volunteer hours in service of the school community.

## **5. Instructional Methods:**

The primary objective of St. Peter School is to educate the whole child. Inherent in this mission is an individualized approach to education in which each student's abilities, learning style, and particular needs are appreciated and addressed.

A crucial component of differentiated instruction at St. Peter School is an emphasis on multiple and varied modes of instruction; teachers target a diversity of learning modalities in their instructional practices. Students are engaged in hands-on activities, technology-based projects, cooperative learning tasks, and opportunities for oral presentation and performance. More traditional modes like direct instruction, listening skills, and note-taking are also considered valuable and are emphasized in instructional practice. The appreciation of diverse learning styles is a centerpiece of curriculum planning at St. Peter School, and this informs teachers' everyday lesson choices, as well as their creation of significant projects and assignments.

A Student Assistance Team (SAT) comes together to address the needs of struggling students. In collaboration with the instructional coach, resource teachers, and school counselor, teachers create formal plans for students in need of significant academic intervention; this plan is shared with such students' families, and teachers, the instructional coach, and the resource teachers closely monitor progress towards the articulated goals.

For high performing students, the school offers opportunities such as the Science Bowl and Math Counts teams; leadership opportunities in the classroom; off-campus performances at local theaters such as the Folger Shakespeare Theater; Aftercare enrichment classes; reading clubs; and engaging supplemental projects.

All students receive comprehensive technology instruction with the instructional technology specialist. Students' enthusiasm for academic content, and their mastery of learning objectives, is enhanced by the incorporation of cutting edge technology into assignments and projects. From basic computer and typing skills to the honing of research skills and discernment of proper sources of information online, technology instruction at St. Peter School ensures that all students develop a superior, twenty-first century digital competence. Students use a variety of software and online programs to complete quarterly projects and presentations. Students use iPad applications ranging from handwriting to voice recognition. In addition, teachers and students have access to interactive manipulatives and online programs using SMART Boards. Technology, while not an end in itself, is an invaluable tool at St. Peter's for increasing academic engagement and affording students exciting, contemporary learning experiences.

## **6. Professional Development:**

The approach to professional development at St. Peter School gives individual teachers time and space to examine learning needs, progress, and goals within their classes; and provides the entire faculty time to work together towards the broader mission of the school. The faculty often works in Professional Learning Communities, applying information learned in a specific article or reading to the goals of the school.

An official on-site professional development session takes place at least once a month. These sessions are led by the instructional coach, who identifies academic areas for school-wide improvement and provides relevant training and support. Currently, there is a focus on technology integration, and both the instructional coach and instructional technology specialist work with teachers to create technology-based projects to be used as unit summative assessments. Teachers also learn how to effectively use iPads and SMART Board programs to enhance student learning. Another priority for professional development is the use of assessment data to inform instruction. The instructional coach leads data analysis sessions with faculty to review standardized test results; and classroom assessments and student observations are evaluated as well to make school wide curricular adjustments and identify individual student learning needs.

Both the principal and instructional coach frequently perform informal and formal classroom observations. The most common method is the classroom walk-through, which is a brief, unannounced visit to the classroom. The walk-through allows for a consistent cycle of observation and feedback for ongoing dialogue between the administration and faculty. Teachers have the opportunity to discuss instructional strategies on a regular basis with the instructional coach.

Teachers have had opportunities in recent years to attend Archdiocesan-wide conference days. At the conference days, the teachers have learned about the larger goals of the Archdiocese and attended small group sessions with other teachers in the Archdiocese who have similar teaching responsibilities and interests. On a regular basis, the principal keeps the faculty informed of the larger Archdiocesan initiatives and how they apply to the goals of the school.

The faculty is also able to pursue additional coursework, conferences, and workshops with the use of Title IIA funds. Some of the teachers have been able to complete graduate work in the field of education while serving as a faculty member at the school. This ensures that teachers maintain knowledge of current educational research and methodologies, and continue to apply best practices in the classroom.

## **7. School Leadership:**

St. Peter School operates under the policies of the Archdiocese of Washington. The administrative team includes the pastor and the principal; there is a Pastor-Principal Advisory Board, consisting of parents, parishioners, and at-large community members. The Advisory Board provides strategic input to the pastor and principal regarding school initiatives and policies, but the pastor has final authority on all decisions. Advisory Board members work with other parents and community members by leading subcommittees including marketing, development, facility, and community building. An assistant principal serves as the instructional coach and assists the principal with day-to-day operations. A dean of student life oversees and coordinates student activities and clubs, which benefits the community life of the school. St. Peter School leadership also includes the support of designated regional parishes. These parishes support the school financially, and the pastors of the regional parishes often join in major school events and celebrate weekly school Masses.

The pastor of St. Peter's Church is the canonical administrator of the school; the school principal is the chief administrator. The top priorities of the principal are to oversee the execution of the school's mission, and to ensure that characteristics of an effective school are implemented to maximize student learning in a safe environment. On a daily basis, the principal is responsible for the spiritual, instructional, and managerial aspects of the school. The principal is in her fifth year at St. Peter School. As a graduate of the Alliance for Catholic Education (ACE) Leadership Program through the University of Notre Dame, she has been especially prepared to be a Catholic school leader. She is a member of the Archdiocesan Elementary School Principals Association, and is currently serving on its Executive Board. She is also a member of the Archdiocese of Washington Catholic Schools Accreditation Steering Committee.

The faculty and staff work collaboratively to ensure student progress and achievement, and a school nurse and school counselor lead the promotion of physical and emotional wellness of the students. Faculty

members take leadership in various committees to help carry out the mission of the school. The faculty, staff, and administration also engage in ongoing spiritual formation, including an annual retreat.

All faculty and staff members are held to a high standard of professional excellence as well as positive character in order to impart the highest degree of academic excellence and moral development on the students at St. Peter School.

## **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>\$10600</u>	<u>\$10600</u>	<u>\$10600</u>	<u>\$10600</u>	<u>\$10600</u>	<u>\$10600</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$10600</u>	<u>\$10600</u>	<u>\$10600</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>12th</b>	<b>Other</b>				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$11018

5. What is the average financial aid per student? \$625

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 86%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: Second and Third/2008-2012

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	92	85	78	66
Number of students tested	26	29	21	26	19
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>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: Second and  
Third/2008-2012

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	87	91	89	86	69
Number of students tested	26	29	21	26	19
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>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: Second and Third/2008-2012

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	82	81	75	83	77
Number of students tested	27	22	24	20	23
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>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: Second and  
Third/2008-2012

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	77	75	79	62
Number of students tested	27	22	24	20	23
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>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: Second and Third/2008-2012

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	75	67	54	71
Number of students tested	17	23	20	24	23
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>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: Second and  
Third/2008-2012

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	78	80	62	74
Number of students tested	17	23	20	24	23
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>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: Second and Third/2008-2012

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	76	75	62	69	84
Number of students tested	23	21	17	21	16
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>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: Second and  
Third/2008-2012

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	79	86	72	70	82
Number of students tested	23	21	17	21	16
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>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: Second and  
Third/2008-2012

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	73	68	87	79
Number of students tested	20	17	19	14	19
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>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: Second and  
Third/2008-2012

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	87	75	75	83	71
Number of students tested	20	17	19	14	19
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>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Terra Nova

Edition/Publication Year: Second and Third/2008-2012

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	71	73	80	59
Number of students tested	18	19	13	19	17
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>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Terra Nova

Edition/Publication Year: Second and  
Third/2008-2012

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	80	84	78	67
Number of students tested	18	19	13	19	17
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>					

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