



## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

Questions 1 and 2 are for Public Schools only.

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

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 2
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	0	0	0
K	36	42	78
1	49	40	89
2	53	39	92
3	38	38	76
4	49	46	95
5	37	50	87
6	58	41	99
7	56	45	101
8	50	54	104
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			821

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
1 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
93 % White  
0 % 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: 0%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	1
(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	821
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

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: 1%  
 Total number of students who qualify: 8

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

10. Percent of students receiving special education services: 0%  
 Total number of students served: 0

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

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>59</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>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>4</u>	<u>1</u>
Classroom teachers	<u>30</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>11</u>	<u>3</u>
Paraprofessionals	<u>6</u>	<u>17</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>2</u>
Total number	<u>62</u>	<u>23</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:

27:1

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	91%	87%	89%	92%	96%
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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At a time when many Americans feared for the future of a struggling nation, a new and innovative institution of Catholic education was born on the shores of the Chesapeake Bay in Annapolis, Maryland. In the midst of the destruction of the American Civil War, Father Francis X. Seelos, C.Ss.R. (now Blessed Francis X. Seelos), pastor of St. Mary's Church and rector of the Redemptorist seminary, had a vision of opening a small schoolhouse to children of all faiths. This new institution would instruct the Catholic faith while placing an emphasis on "morals of the pupils" and "prompt obedience to the rules of the school." Mindful of the Parish's uniquely American story, Fr. Seelos knew the establishment of a school was of paramount importance. The waterfront land on which it was to be built was adjacent to the family home of Charles Carroll, the only Catholic signer of the Declaration of Independence, who personally wished to see the land bequeathed to an institution of Catholic education.

Thus, on a cool September morning in 1862, Miss Josephine O'Donoghue welcomed students as St. Mary's Elementary School's first teacher. In a time of great sadness and uncertainty, this Annapolis institution formally opened its doors as a beacon of light and hope to a new generation of Marylanders. Within five years of its founding, St. Mary's was blessed by the tutelage of the dynamic and visionary School Sisters of Notre Dame. Combined with the steadfast leadership of the Redemptorist Priests, St. Mary's grew to become a mainstay of education in Maryland's capital city.

What began as a three room school house has evolved into one of the largest elementary schools in the Archdiocese of Baltimore. Now in its sesquicentennial year of educating the leaders of tomorrow, the mission of St. Mary's Elementary School is ever more poignant and steadfast:

"St. Mary's Elementary School is a coeducational Catholic parish school. Through spiritual, intellectual, physical, and social guidance, we strive to develop lifelong learners. In cooperation with the family and Catholic community, St. Mary's Elementary School seeks to foster and model Christian values founded in love of God, self, and others."

St. Mary's is highly regarded as a leader in educational practice and design and has been recognized with AdvancED certification. With a robust and innovative curricular program shepherded by an experienced and dedicated faculty, every child's unique path to academic, spiritual and personal growth is celebrated. A significant emphasis is placed on differentiated instruction and technology integration, so that students of all learning modalities can develop and achieve academic success. Technology is paramount to instruction, as all classrooms are equipped with SmartBoards and student laptops. Equally important, teachers have committed to a rigorous and comprehensive training program to assure their proper and appropriate use. Furthermore, two full time media specialists and a technology integration specialist are employed to offer support and inspiration to our faculty in the implementation of technology.

As a campus situated in downtown Annapolis, St. Mary's serves students from the greater Washington D.C. area as well as Maryland's Eastern Shore. More than 90% of families are members of the parish, allowing for a small community feel. Annual events such as the Parish Picnic, Fall Festival, Blue and White Day, the Great American Picnic, and the Christ Child Wrapping Party all contribute to this hearty sense of community. St. Mary's has graduated tens of thousands of alumni, many of whom return to our community as faculty, parents, grandparents and even great-grandparents.

At the core of St. Mary's Elementary School is the Catholic faith. Students participate in a multitude of community outreach projects that originate in religion class and raise tens of thousands of dollars for the needy of the Annapolis community and beyond. With more than 20 community action agencies served, St. Mary's students are well known for living their faith.

A stellar visual and performing arts program encourages student artistic ability and creativity. No fewer than four choirs and three bands are available for students to express their musical talents, with concerts

and celebrations held throughout the year. The annual Musical Revue variety show is held to showcase our middle school talent and every performance is consistently sold out.

With the tradition set forth by the Redemptorist Priests and wisdom imparted by the School Sisters of Notre Dame, St. Mary's has blazed into its fourth half century with much celebration and promise. With a storied history firmly behind it, the next chapter in this dynamic and inspirational story of success is waiting to be written. With so many accomplishments, awards and accolades, combined with 150 years of service to the community, St. Mary's Elementary School is worthy of Blue Ribbon status through its steadfast commitment to educating the leaders of tomorrow.

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

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

A.

St. Mary's Elementary School students in grades 3-8 are annually assessed utilizing the Stanford Achievement Test (SAT 10). This is a nationally norm-referenced test intended to provide student achievement data in the core curricular areas of reading, math, science, social studies and language. Statistically, students perform above the national average in mean scaled scores. Furthermore, student scores have consistently increased on the overall math and reading subtests. Analysis of the data collected indicates that student performance levels have not fluctuated over the past five years and remain at a level of high achievement.

With an emphasis on maintaining academic excellence, St. Mary's sets consistent and challenging standards when establishing the expected level of proficiency on the SAT 10. All students are expected to achieve higher than the national average, with minimum mean scaled scores of 620 or above in reading and 600 or above in math. These are considered acceptable and up to the school's standards for the student population. The highest scoring group, those students who achieve a scaled score of 650 or above on the reading assessment and a 625 or above in math, are considered proficient in the areas of math and reading and make up the majority of St. Mary's population. As the students progress, so does the school's expectation of student achievement.

B.

The performance trends found in the Stanford Achievement Test data tables reflect high academic achievement throughout the past 5 years. When horizontally evaluating the mean scaled scores of the class of 2012, a trend of increased achievement is evident. Beginning in grade 3, students had a mean scaled score in overall math of 631.1. Over the course of the following 5 academic years, students in this group consistently improved their overall math mean scaled score. In 2012, this group, now in grade 7 had improved their score by 87.3 points achieving a mean scaled score of 718.4. When analyzing this same group in the area of overall reading, a similar trend was noted. In grade 3, students earned a mean scaled score of 650.5. Following a steady progression, in grade 7, these same students had a mean scaled score of 708.8, which was an increase of 58.3 points. St. Mary's proven tradition of academic excellence is further exemplified by the improved mean scaled scores consistently noted in every grade level. As students progress through their years of study, so does their level of achievement.

A vertical review of the data over the course of five years indicated that St. Mary's Elementary School has consistent scores with only 1 moderate differential in mean scaled scores. This is most evident in the third grade math results, which vary slightly in the five year period analyzed. The largest discrepancy occurs between 2010 and 2011 when student scores grew from 629.7 to 651.3. The improvement noted was a direct result of an increased focus on math skill building made available through Title I funding. This allocation allowed St. Mary's to offer an extended day program and provide the FASST Math skill building computer software to be integrated within the school day. Although there is slight fluctuation between the data analyzed each year, students consistently met the achievement standards that the school expected. The trend in high achieving scores on the Stanford Achievement Test when viewed vertically remains constant throughout the grade levels.

The data analysis process at St. Mary's Elementary School involves vertical and horizontal disaggregation. This allows the school to track consistencies and strengthen curriculum in the core subject areas with a special focus on reading and mathematics. During ongoing vertical analysis, teachers and administrators examine the test scores across the grade levels in particular subject areas. As a result, it was discovered that as students progress through grade levels, test scores steadily improved. The horizontal analysis allows the teachers and administrators to review scores in a single grade level across the past five years. This disaggregation did not display any significant fluctuations in scores from year to

year.

Stanford Achievement Test scores clearly demonstrate St. Mary's Elementary School's standard of academic excellence. The constant above average achievement scores are a testament to the dedication and commitment of each student to academic success. Furthermore, it verifies the effectiveness of regular faculty and staff in-services focusing on standardized test data analysis and improving class instruction. In addition, the information found through the data analysis is utilized to implement a spiraling curriculum, identifying areas of relative strengths and weaknesses. The spiraling of academic content starts with the introduction of concepts in primary grades, development of concepts during intermediate years, and the mastery of content in the middle school. St. Mary's is extremely proud of our students' constant achievement and academic success on the Stanford Achievement Test.

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

St. Mary's Elementary School is steadfast in its commitment to utilizing assessment data to further enhance curriculum and student learning. As a highly effective tool in assessing our curricular and instructional strengths and weaknesses, testing data is reviewed annually by the faculty and administration and analyzed into a cohesive report from which a curricular improvement plan is produced. On numerous occasions, St. Mary's has used such data to enhance its instructional programs for the betterment of our students.

As a collaborative and innovative group of professional educators, the faculty meets at the beginning and end of each academic year for professional development in test score analysis. Upon reviewing and analyzing scores and under the direction of the principal and guidance team, the faculty set school wide goals and implement a comprehensive plan for both the improvement of relative weaknesses as well as the further advancement of high achieving students. Teachers are expected to return to their grade level teams and complete a similar analysis periodically throughout the year for their particular student group. As a requirement of their yearly professional portfolio submitted to the principal, concrete evidence of standardized test data analysis must be present. This includes the submission of minutes from grade level team meetings at which data analysis took place. The team's approach toward adjusting the curricular program to meet any areas of weakness and opportunities for enrichment in areas of strength must also be communicated. Furthermore, lesson plans that reflect the implementation of these instructional strategies must be included with evidence of modified classroom instruction.

Several extraordinarily beneficial programs and initiatives within St. Mary's curriculum were the direct result of assessment based school-wide improvement goals. Our Math Explorations program grew out of the desire to increase our overall math scores. Through a re-emphasis of basic math facts and practical math applications, this program was created as a supplement to our grade level math program. Within two years of its inception, the math scores of students in grades K-6 steadily improved.

Standardized test data has also driven St. Mary's curricular program in the middle school as a leveled math program was required to meet the needs of a dynamic group of student learners. With many students scoring significantly above grade level, the need for advanced math courses became quite evident. With the addition of high school level Algebra I and Geometry, advanced learners were encouraged to proceed at a faster pace, while on and below grade level learners took the time necessary for skill mastery. Today, scaled scores on the math subtest are used in conjunction with teacher recommendations and trimester grades, to determine student math placement each year.

Similarly, standardized test data analysis demonstrated that reading scores in the middle school were not improving as expected. Therefore, faculty and administration developed a multi-faceted plan to improve student achievement, which included an additional language arts class each day. Furthermore, a part time writing teacher was added to the faculty to create and instruct a comprehensive supplementary writing program based on the 6+1 Traits of Writing with an emphasis on skill improvement. The following years of standardized test scores proved this strategy effective as student reading scores improved exponentially.

Standardized test score analysis is also extraordinarily effective in highlighting the most academically gifted students at St. Mary's. From this data, nominations are drawn for many prestigious scholarships and awards, both within the Archdiocese of Baltimore and through various other public and private

organizations. Included in this analysis is the annual enrollment of St. Mary's students in the Johns Hopkins Center for Talented Youth.

Unequivocal in its importance to St. Mary's curricular program is the clear, concise dissemination of information concerning standardized test scores to parents and members of the school community. Initially, score reports are sent to families with a letter from the principal explaining the purpose of the test and a short description of the scoring grid. Parents are then invited to contact the guidance team with any questions or concerns they may have pertaining to their child's individual performance. Overall test scores are proudly posted on the St. Mary's website. Communication of these important results is further enhanced through town hall style meetings, hosted by the administration and guidance team, at which parents may seek further clarification on test administration and results.

With a significant emphasis placed on the importance of student achievement as it pertains to standardized test scores, St. Mary's extensively employs the abundance of data produced by score analysis. It has been utilized appreciably to improve instructional strategies and curricular programming resulting in the strengthening of relative weaknesses and enrichment of instruction.

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

As leaders in instructional methods and design, St. Mary's faculty are frequently sought after to share their creativity, strategies, and knowledge with others. These include archdiocesan and local public and private schools as well as educational organizations. As collaborative teachers, they are eager to share their ideas and equally excited by the prospect of colleague feedback.

As a premier formative program, St. Mary's kindergarten was recently recommended by the Associate Superintendent of Catholic Schools to be observed by principals of new or struggling kindergarten programs. Included in this observation was an inquiry into utilizing the DIBELS testing as an evaluative tool, and the implementation of differentiated instruction based on its findings. Likewise, faculty members from a local public school sought the advice of our kindergarten teachers in the formation of lesson plans and teacher created unit journals for the Treasures reading program.

As a school blessed with a multitude of educational technology, St. Mary's faculty are considered innovators in its usage. Earlier this fall, teachers from an area private school observed our SmartBoard lessons in action. Furthermore, several St. Mary's faculty members have made presentations at the Archdiocese of Baltimore Technology Showcase including "Web 2.0 for the Middle School," "Science on Display," and "1920s Radio Broadcast." All of these projects extensively utilized technology in the classroom and garnered the admiration and support of colleagues.

St. Mary's Academic Advisor has served as a consultant to other schools on improving student scores through study skills and test preparation. Through these evening sessions, parents, students and faculty members of neighboring schools were provided with a roadmap to academic success learning time management personal organization and proper study skills.

Through a major curriculum mapping initiative, St. Mary's faculty members have also served as innovators in its successful implementation. Presentations that demonstrated the school's successes were shared at the "Curriculum Mapping Academy – Designing Curriculum for the 21st Century" and at the "Middle States Colloquium."

With varied educational topics presented to diverse audiences, St. Mary's faculty is exceptional in its willingness and aptitude in sharing lessons learned. As leaders in instructional methods, technology and professional development, they not only serve our student population, but colleagues in the educational community.

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

Despite the size of its student population, St. Mary's prides itself on maintaining a small community dynamic, especially in the area of engaging families in student learning and improvement. Every

trimester, the academic advisor offers study skills and organization classes both during school hours for middle school students and in the evening for their parents. This outreach not only helps the students in better preparing for middle and high school, it enables the parents to offer much needed assistance and encouragement at home.

Constant communication from faculty and administration to parents and community members has largely contributed to St. Mary's transparency as an organization. Each teacher maintains a website on which all class newsletters, homework, and testing calendars are shared. Members of St. Mary's community can access all websites and download specific assignments, class announcements and schedules. These instructional tools increase student responsibility as information is clearly and cohesively disseminated.

The adoption of Powerschool as an online grading database further assists parents in playing an active role in their child's success. Parents can access their child's grade report at any time during the trimester to check their progress. Teachers are required to post grades in a timely manner and alert parents to any inconsistencies and missing assignments. With almost instantaneous accountability, students who normally would fall behind are given a needed "check" on their progress.

Through the use of Title I funding, St. Mary's provides seminars, free of charge, to parents of children eligible for supplementary services. These evenings include the distribution of literacy materials as well as parent encouragement and skill building. Furthermore, as part of this program, free courses are offered to parents at the local community college.

Afterschool enrichment programs are taught by community members, offering students a multitude of opportunities for extended educational experiences. Hands on science, creative writing, Lego robotics, chess, and book club are just a few of these innovative programs.

Faculty offer supplementary assistance in subject areas through lunch and recess and afterschool study hall. Additionally, students may attend tutoring offered by St. Mary's High School National Honor Society.

Faculty and administration open the doors to parents by holding frequent town hall style meetings. Monthly, the principal invites parents to a morning "coffee and conversation" where all are invited to share ideas. St. Mary's has effectively partnered with family and community members for student success and school improvement through effective communication.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

The St. Mary's curriculum is rooted in a 150 year tradition of excellence, continuing the work begun by the School Sisters of Notre Dame. With their charism as the guiding principle, St. Mary's curriculum focuses on educating the whole student while encouraging creativity, reflection, reasoning and understanding. Student centered learning is paramount in developing lifelong learners, who are true to their Catholic identity.

St. Mary's curricular standards and assessment practices are fully aligned with those outlined in the Archdiocese of Baltimore Course of Study for the Elementary Schools and include key fundamental elements of the Content Standards of the State of Maryland. An extraordinarily diverse set of instructional strategies and practices are employed by dedicated faculty with a significant focus on differentiated instruction and core competency learning.

Literacy in reading/language arts is the core of St. Mary's curricular program. With an emphasis placed on phonics, whole-language strategies, and sight word vocabulary, reading is introduced in kindergarten and spirals throughout the grade levels. Once students have mastered the primary reading curriculum, the program progressively focuses on comprehension and vocabulary through short stories, novels, and poetry. Grammar instruction is a key component in developing proficient student writers.

The math program is unequivocal in its importance to student learning at St. Mary's. Through personal discovery, guided inquiry, and integrated technology, the students achieve awareness of mathematical concepts. Utilizing a variety of instructional strategies including differentiation, teachers prepare all students for higher level concepts through mastery of basic skills.

Reflective of the scientific method, the science program treats learning as a process of investigation and discovery with classroom science laboratories. With a significant emphasis placed on hands-on activities, projects and labs, student learning is a process of inquiry through experimentation and understanding. Critical thinking and problem solving skills are developed through a challenging and robust curriculum that includes life, physical and earth sciences.

Society and history are the anchor points of our social studies curriculum which originates in the primary grades with the study of self, school and community. The curriculum evolves to include the study of regions, nations, state and local history. Reading comprehension and writing are significant elements of the curriculum as student learning is centered on critical interpretation of society.

Student creativity and innovation are the basis for our visual and performing arts programs which focus primarily on the integration of art and music across the curriculum. The program includes activities that stress the thematic integration and awareness of color, texture, shape, pattern, multi-media and multicultural artistic influences. The curriculum also encourages student understanding of visual and performing arts in relation to history, culture, and the Catholic faith.

Personal health and wellness, nutrition, sportsmanship and lifetime participation in physical activities are the primary emphases of our physical education program. Beginning with gross motor development in kindergarten, students' physical skills and participation are honed through drills, game preparation, teamwork and active play.

In addition to scheduled computer classes in grades K-5, technology is fully integrated throughout our curriculum with a major emphasis placed on its usage as a tool in research, development and assessment.

Spanish language is instructed in grades K-8, and St. Mary's is in compliance with the program's foreign language requirements.

As an institution deeply rooted in the Catholic faith, religion is fully integrated throughout the curriculum. Through a close examination of church history and dogmatic tradition, students are encouraged to examine the role of spirituality in their own lives. With a strong emphasis on community service, students

live their faith through action, reflective of St. Mary's mission to develop lifelong learners in service of others.

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

The reading curriculum at St. Mary's inspires literacy through cooperation and active student involvement. Writing, vocabulary, reading comprehension, oral language, and grammar are key components of the curriculum. Teachers move beyond a traditional reading program to reach students of all learning modalities.

Students acquire foundational reading skills through phonics, whole language strategies, and extensive sight word vocabulary. The processes of listening, speaking, reading, and writing are instructed through modeling, guided practice and independent application. Students become proficient in their ability to synthesize ideas and draw inferences and conclusions from reading selections. This is further enhanced through the exciting and innovative use of SmartBoard and laptop technology, which engages students in word games and cross curricular multimedia presentations.

Writing is a key component of the reading program, beginning immediately with kindergarten journal writing and letter mastery and continuing through the intermediate grades (3-5) with reflective writing, reports, projects and poetry. An exciting example of this is our 3rd Grade Iditarod Project where students track Alaskan dog sled teams while researching the specifics of the race. A class reading of the novel *Stone Fox* is integrated into this annual project as is technology and writing.

The reading curriculum in the middle school (6-8), is based on literature, emphasizing grammar, vocabulary and writing across the curriculum using the 6+1 Traits of Writing. As a supplement to the curriculum, a writing teacher utilizes small group instruction to further develop writing skills and enhance student creativity. A student created and facilitated literary magazine, entitled *The Odyssey*, is the culmination of an entire academic year of creative writing and editing.

The forefront of our reading program is differentiated instruction. Students who perform below and above grade level are served through flexible grouping and curricular programs that employ diverse instructional strategies. The DIBELS test is administered to students in grades K-2, to identify students' strengths and areas of relative weakness. Based on these results, instructional strategies are designed and modified by the classroom teacher in collaboration with the full time reading specialist. Title I funding allows St. Mary's to provide a supplemental reading program for below grade level students.

This approach to reading was chosen after evaluating standardized test scores and curricular programs. We are extraordinarily proud of our reading program, as it synthesizes writing, vocabulary, reading comprehension, oral language, and grammar while encouraging the highest level of student learning.

## **3. Mathematics:**

The Mathematics curriculum at St. Mary's Elementary School is the product of many years of research and planning, all of which center on providing each student with a comprehensive preparatory program. Students acquire foundational mathematical skills through discovery and inquiry and gain an initial understanding of concepts through the use of manipulatives and hands-on learning. These concepts are further developed and expanded with significant emphasis placed on problem solving strategies, place value, multi-step word problems and mastery of basic math facts. As students' progress, the focus on mastery of mathematical concepts spirals, and the investigation of mathematical connections becomes the paramount skill. Students are expected to interpret problems and explain results using graphical, numerical, physical and algebraic representations.

Our middle school math program is delineated by ability level and includes both on grade and accelerated classes. Students are given the opportunity to take high school level Algebra I or Geometry, allowing for a smooth transition into higher level math. Placement in the middle school math program is based on ability, readiness testing, standardized test scores, and teacher recommendations. Math tutoring is provided for middle school students daily, as well as afterschool by the St. Mary's High School National Honor Society.

A Math Explorations course was established to enrich the math curriculum and reinforce basic skills. This program focuses on the application of practical math including money, time, fractions and basic math

facts. Driven by standardized test score analysis, this supplement to St. Mary's math curriculum strives to provide additional support to students performing below grade while allowing those who perform above grade level to further enhance their math skills. St. Mary's Elementary School also utilizes Title I funding to provide additional math programming.

To keep math skill building in the forefront of students' minds, St. Mary's also offers several special programs and extra-curricular activities to extend student learning. Math day is a daylong celebration of math related assemblies, competitions and activities. Both the "Math Olympiads" and the "Math Counts" programs grant middle school students the opportunity to form teams and compete on the local, state and national levels in math competitions.

The math program is continuously evaluated based on student performance and strategic analysis of standardized test scores. St. Mary's Elementary School has embraced our current math curriculum as it offers the strongest foundation in mathematical concepts while allowing students to grow and achieve at their own pace.

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

As a Catholic educational institution rooted in the tradition of the Redemptorist Priests and the charism of the School Sisters of Notre Dame, St. Mary's Elementary School is endowed with a superior religious educational program that focuses on each student's spiritual, emotional and physical development.

Through the combination of service, prayer, tradition and academics, the religious education program is the centerpiece of St. Mary's curricular program, and is the living fulfillment of the school's mission "to foster and model Christian values founded in love of God, self, and others."

Beginning with the tenets of Catholic faith in kindergarten, the religious education curriculum spirals throughout each grade level with thematic units and activities reflective of the faith. As a fully incorporated subject area in the curriculum, both the tradition of Catholicism, and its practice in everyday life is celebrated. From kindergartners who make prayer flags for troops overseas to the 8th grade Faith in Action community service program, student learning is enhanced through religious practice, projects and service.

Most poignantly, the religious education program truly makes St. Mary's a community and serves as the formation point for extraordinary outreach programs. Beginning in kindergarten and spiraling throughout the grade levels, the importance of Catholic Social Justice is emphasized through service. The "Saints in Action" program is the pillar of community outreach at St. Mary's. More than 20 local organizations and agencies benefit from this program with tens of thousands of dollars collected for the needy. Additionally, more than 250 hearty and nutritious lunches are provided each month for a local homeless shelter and delivered weekly in bags decorated by our students. The excitement and compassionate energy surrounding the program is a celebration of student faith. While these outreach programs clearly benefit those most needy in the community, the sense of living faith and extending classroom learning in action is what is most important to students, faculty and staff.

The Assessment of Catechesis Religious Education (ACRE) test is annually administered to 5th and 8th grade classes as an evaluative tool of student learning within religious education. This assessment, provided by the National Catholic Educational Association, measures students' understanding of their faith. This test serves as a barometer to the religious educational program and curriculum. Traditionally, St. Mary's students have scored in the "above average" category, reflecting religious educational excellence.

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

As an institution with a diverse population of student learners, St. Mary's Elementary School is a leader in piloting and modeling innovative instructional practices and methods. With a core emphasis on differentiated, cross curricular instruction and significant technology integration, St. Mary's faculty members embrace cooperative learning and function as a collaborative team. Grade level teams meet weekly to discuss curricular goals and instructional practices. These meetings not only serve as a "checkpoint" for student learning within the grade level, but also are an opportunity for strategizing and

idea sharing. Two media specialists and a technology integration specialist are employed to train and assist teachers in the appropriate integration of technology in the classroom.

At the heart of St. Mary's instructional model is differentiated instruction through the use of technology. This mainstay in our educational philosophy allows our faculty to address all student learners, creating a supportive learning environment that encourages academic progress. Employing the use of instructional assistants, grades K-4 are given the opportunity to truly differentiate instruction through small group learning and SmartBoard technology. Learning centers are fully utilized and a full time Reading Specialist provides daily support to students who function below grade level and require additional resources. Furthermore, all instruction begins with pre-assessment, allowing teachers a clear starting point from which curriculum is driven.

In grades 6-8, differentiation increases as additional learning opportunities and in-depth subject matter are presented. St. Mary's reading/literature teachers utilize literature circles which address student learning through leveled reading selections. Multiple representations of content are encouraged with a diverse set of assessments adopted. Teachers synthesize the usage of SmartBoard technology with student laptops to create artistic and multimedia projects.

The annual Rube Goldberg engineering fair is an exciting event for St. Mary's middle school students. Utilizing simple machines constructed entirely by the students, the project addresses multiple learning styles while encouraging creativity and appreciation of science. With the scientific method as a basis, students are expected to construct a machine of materials found around their home that must cause a physical reaction. More than 100 students participate in this annual event which fosters a greater understanding of physical science through hands on activity.

With such an emphasis on non-traditional instructional strategies and truly differentiated instruction, St. Mary's excels in its ability to offer a cohesive educational program that meets the needs of all learning modalities while emphasizing excellence in education.

## **6. Professional Development:**

Paramount to the success of St. Mary's Elementary School as a distinctive institution of learning is the consistent, continuous professional development of our administration, faculty and staff. With a strong emphasis on increasing student learning, differentiated instruction, and a full integration of technology, faculty and staff are eager to attend multiple professional development workshops and conferences annually. As technology and learning theory continue to evolve, our teachers remain innovative in instructional strategy, largely due to St. Mary's significant investment in professional development.

As part of an evaluative portfolio process, teachers are required to attend professional development workshops and implement new and innovative instructional strategies in the classroom. This tool allows for the continuous improvement and supplementation of our curricular and instructional programs. Additionally, monthly professional development opportunities are provided for our faculty and staff and ancillary programs are subsidized through a professional development budget. Equally important is professional development for the mandatory requirement of state teacher certification. Faculty members are offered a stipend for continuing education courses that result in the continuance of Maryland State Certification.

St. Mary's teachers are frequently invited to attend special professional development pilot opportunities. Currently, the fourth grade team is enrolled in the Johns Hopkins Applied Physics Lab Understanding Through Inquiry seminar. Teachers are researching the relationship between math anxiety, math content knowledge and math pedagogy and will apply those results in their classrooms. Likewise, another stellar group of St. Mary's educators were selected to attend a Science, Technology, Engineering and Math (STEM) conference at the NASA Goddard Space Center. These opportunities tremendously enrich our math and science programs through innovative instructional strategies and additional academic content.

St. Mary's guidance team further enhances our phenomenal student support services through professional development. With bullying on the minds of students and parents, the team has attended extensive anti-bullying training and bully prevention conferences. The St. Mary's "Kindness Matters" program was a direct result of the team's attendance at these conferences.

As mandated by the Archdiocese of Baltimore, St. Mary's teachers regularly attend a faith based professional development series entitled EQUIP for Ministry. This program centralizes faith formation through a common development program. Teachers attend sessions and complete various coursework throughout the academic year.

With curricular development and instructional strategy as innovative as St. Mary's, faculty and staff professional development continues in vital importance to the school, and directly supports student academic success.

## **7. School Leadership:**

St. Mary's Elementary School maintains a dynamic and learned leadership team whose sole objective is to provide a safe, educational environment in which all students can grow and learn. With Catholic faith and spiritual leadership as a driving force, the administration is a collaborative group of professionals dedicated to the tradition of excellence set forth by the Redemptorist Priests and School Sisters of Notre Dame.

The administration is rooted in a pastor/principal model with an advisory school board appointed by the pastor. The principal reports directly to the Pastor of St. Mary's Parish and the Superintendent of the Archdiocese of Baltimore. The administrative team consists of the principal, assistant principals, director of admissions, and academic advisor. These leaders work in concert to ensure a system of governance that integrates parish, school, and community with a focus on the spiritual, educational, and physical well being of the students.

With a clear and informed vision, the principal translates the goals for the school and expectations for the teachers, staff, students, and parents through regular faculty, grade level, team coordinator, and Home and School Association meetings. Consistent, reciprocal communication creates a productive work environment that allows the principal, pastor, and school board to develop strategic plans for the long-term future of the school. With an open door policy firmly in place, the principal is available whenever necessary to address parent, teacher and student needs.

Monthly parent meetings aptly entitled "Coffee and Conversation" are held by the principal throughout the academic year at which parents receive information and are given a forum to share compliments, ideas or concerns. Furthermore, a weekly email update and monthly printed newsletter reinforce the vision of the administration to St. Mary's constituencies while providing valuable information and educational insight.

Through regular personal and whole faculty meetings, the principal shares her vision for the academic year. Furthermore, breakfast gatherings are held monthly as an opportunity for camaraderie and community building amongst the faculty and staff.

With two assistant principals in support of the principal, policies and programs are upheld on the K-5 and 6-8 levels. The assistant principals work in concert with the director of admissions, the academic advisor and the guidance team to promote student success through academic enrichment, social, and spiritual growth.

As a leadership team, the St. Mary's administration is highly effective and prides itself on continuing the rich tradition of faith and academic excellence.

## **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>\$8415</u>	<u>\$8415</u>	<u>\$8415</u>	<u>\$8415</u>	<u>\$8415</u>	<u>\$8415</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$8415</u>	<u>\$8415</u>	<u>\$8415</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
<b>12th</b>	<b>Other</b>				
<u>\$</u>	<u>\$</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$8181
5. What is the average financial aid per student? \$3106
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
3%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 8%

# 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
<b>SCHOOL SCORES</b>					
Average Score	642	651	630	629	631
Number of students tested	91	93	85	91	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Baltimore does not break out scores for any subgroups other than grade level.					

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## 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
<b>SCHOOL SCORES</b>					
Average Score	652	658	651	650	651
Number of students tested	91	93	85	91	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Baltimore does not break out scores for any subgroups other than grade level.					

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## 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
<b>SCHOOL SCORES</b>					
Average Score	664	657	653	656	648
Number of students tested	92	85	98	103	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Baltimore does not break out scores for any subgroups other than grade level.					

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## 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
<b>SCHOOL SCORES</b>					
Average Score	672	673	671	676	672
Number of students tested	92	85	98	103	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Baltimore does not break out scores for any subgroups other than grade level.					

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## 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
<b>SCHOOL SCORES</b>					
Average Score	675	669	674	669	662
Number of students tested	84	88	96	105	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Baltimore does not break out scores for any subgroups other than grade level.					

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## 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
<b>SCHOOL SCORES</b>					
Average Score	688	680	685	684	675
Number of students tested	84	88	96	105	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Baltimore does not break out scores for any subgroups other than grade level.					

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## 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
<b>SCHOOL SCORES</b>					
Average Score	692	695	690	681	687
Number of students tested	99	96	110	103	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Baltimore does not break out scores for any subgroups other than grade level.					

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## 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
<b>SCHOOL SCORES</b>					
Average Score	694	701	701	694	702
Number of students tested	99	96	110	103	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Baltimore does not break out scores for any subgroups other than grade level.					

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## 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
<b>SCHOOL SCORES</b>					
Average Score	718	712	703	714	711
Number of students tested	97	105	98	98	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Baltimore does not break out scores for any subgroups other than grade level.					

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## 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
<b>SCHOOL SCORES</b>					
Average Score	709	706	703	710	707
Number of students tested	97	105	98	98	103
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Baltimore does not break out scores for any subgroups other than grade level.					

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## 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
<b>SCHOOL SCORES</b>					
Average Score	714	712	746	712	710
Number of students tested	104	103	97	100	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Baltimore does not break out scores for any subgroups other than grade level.					

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## 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
<b>SCHOOL SCORES</b>					
Average Score	714	709	712	714	714
Number of students tested	104	103	97	100	102
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
The Archdiocese of Baltimore does not break out scores for any subgroups other than grade level.					

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