

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

---

[ ] Public or [X] Non-public

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

Name of Principal Dr. Jane Towery

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

Official School Name School of the Cathedral of Mary Our Queen

(As it should appear in the official records)

School Mailing Address 111 Amberly Way

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

City Baltimore State MD Zip Code+4 (9 digits total) 21210-2014

County Baltimore City State School Code Number\* N/A

Telephone 410-464-4100 Fax 410-464-4137

Web site/URL http://schoolofthecathedral.org E-mail jtowery@cmoq.org

Facebook Page

https://www.facebook.com/#!/School-

Twitter Handle \_\_\_\_\_ of-the-Cathedral-Our-Queen Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

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

Name of Superintendent\*Dr. Barbara Edmondson

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

E-mail:

barbara.edmondson@archbalt.org

Other)

District Name \_\_\_\_\_ Tel. na

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

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

Name of School Board

President/Chairperson Mrs. Susan Brennan

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

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

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

---

**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

All data are the most recent year available.

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

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

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	31	28	59
<b>1</b>	27	35	62
<b>2</b>	28	17	45
<b>3</b>	30	24	54
<b>4</b>	29	28	57
<b>5</b>	16	27	43
<b>6</b>	21	18	39
<b>7</b>	22	24	46
<b>8</b>	19	18	37
<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 Students</b>	223	219	442

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 2 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 90 % White
  - 3 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 0%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1	465
(5) Total transferred students in row (3) divided by total students in row (4)	0.002
(6) Amount in row (5) multiplied by 100	0

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %  
 Total number students who qualify: 0

If this method is not 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.

N/A

9. Students receiving special education services: 15 %  
65 Total number of students served

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

- |                                |  |
|--------------------------------|--|
| <u>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>17</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>24</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment        |
| <u>0</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               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	23
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	97%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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

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

Yes                      No X

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

## **PART III – SUMMARY**

---

“The School of the Cathedral of Mary Our Queen is a parish school that celebrates the rich historic traditions of the past, works collaboratively with parents to invest in the present, and builds for the future. Cathedral offers students a rigorous, well-rounded education steeped in a Christ-centered environment to meet the challenges and leadership needs of an evolving world.” This mission statement is more than words on a paper for the School of the Cathedral of Mary Our Queen. It provides inspiration, direction, and a context for the school community.

The rich tradition of cathedral schools dates back to the Middle Ages where they served as centers of academic excellence aimed at forming future clerics. The School of the Cathedral has retained the value of being a center of academic excellence and forming faith-filled leaders for our church and for our world.

Cathedral opened in 1871 under the name “Saint Joseph Metropolitan School” in downtown Baltimore. There were 280 students when the school was re-named and the doors opened at the site of the new Cathedral in 1960. Today, Cathedral draws its 442 students from the parish, Baltimore City, and surrounding counties.

Cathedral’s primary goal is to achieve academic excellence and spiritual strength so that every student may meet with success. The instructional program follows the Course of Study required by the Archdiocese of Baltimore. The school selects resources to support, enhance, and advance the curriculum. These include textbooks, interactive whiteboards, iPad carts, a 1:1 Chromebook program in middle school, writing lab, computer lab, field trips, and age-appropriate manipulatives. The school integrates technology to meaningfully support curriculum goals.

A strong teacher-to-student ratio enables teachers to effectively differentiate instruction. A well-developed Regina Plan meets the needs of students with learning disabilities. The student advocacy team composed of the Regina Plan Coordinator, teachers, the counselor, and administration works with parents, teachers, and students in providing additional support, recommendations, and interventions aimed at assisting students to meet with success. Services in the Regina Plan are on-site and include speech and language, Orton-Gillingham tutoring, and occupational therapy.

Students consistently perform well on standardized tests and receive numerous scholarships for high school. The Marion Burk Knott Scholarship, a four-year scholarship requiring a qualifying score in the 95th percentile or above on a nationally standardized test and an “A” in all major subjects, has been awarded to a number of students. Many students participate in the Johns Hopkins University Center for Talented Youth.

Meaningful professional development ensures teachers are knowledgeable about current trends in education. National conferences in academics and instruction, webinars, district collaboration, and regular professional learning community meetings help to ensure best practices are implemented.

Cathedral’s mission invites the school to work collaboratively with parents to invest in the present. Strong parent involvement is a Cathedral hallmark. Parents and community members are involved in the School Board, strategic planning, athletics, volunteering, significant fundraising, and service. It is because of this spirit of cooperation and involvement of all stakeholders that the students and school continually meet with success.

The formation of students as leaders is critical to Cathedral’s mission. There are high moral, ethical, and behavioral expectations for students. These areas are integrated into the curriculum as well as in the school’s Positive Behavioral Intervention Strategy. Students are given the opportunity to become student ambassadors, where they receive leadership training and lead assemblies, activities, and prayer. They serve on the school’s Wellness Committee along with health care professionals and faculty.

Student service opportunities are often initiated by students with faculty support. A variety of extracurricular activities provide students with the opportunity to learn leadership skills. Clubs include Chess, Drama, Running, Science, Duct Tape, Jazz Band, and Fine Art. Cathedral has a band, choir, and school newspaper, as well as soccer, basketball, and lacrosse teams.

Cathedral students are challenged to grow in leadership skills that will serve them to meet the challenges of the world. They make casseroles and conduct clothing and canned food drives for a city soup kitchen. Service learning requires the students to do much more than collecting for others. They learn about the root causes of homelessness and hunger. Students not only raise money for an inner-city school in Baltimore City, they plan service and educational activities with students from that school. They participate in learning the culture, understanding needs, and raising funds for our sister parish in Haiti.

The School of the Cathedral of Mary Our Queen follows in the tradition of great cathedral schools by providing a model of academic excellence; recruiting and maintaining a creative and highly competent faculty that seek the out the best academic strategies for their students; collaborating with parents to provide the best possible education for their children; and forming well-rounded, independent students for the leadership challenges of an ever-changing world.

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

---

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

a) In accordance with the Archdiocese of Baltimore, all students in grades 3 through 8 are administered the complete battery of the Stanford 10 Achievement Test (SAT10) and the Otis-Lennon Ability Test (OLSAT8) each spring. The SAT10 is a norm-referenced test that measures students' performance in reading, language, mathematics, science, and social science. All of the items on the SAT10 evaluate either Basic Understanding or Thinking Skills. The OLSAT8 measures cognitive abilities that relate to a student's success in school. Students take the assessment in their homerooms according to the specific time constraints recommended by Pearson. Students with individualized education plans take the assessment untimed and in a different location according to their educational needs.

The School of the Cathedral's SAT10 scores are regularly the highest among schools in the Archdiocese of Baltimore. Cathedral students' results in math regularly score in the 80th to 90th percentile. Students also regularly score well above the national average, 50th percentile, in the other content areas. Cathedral considers scores in the 60th percentile and above to be acceptable. In grades six, seven, and eight, math scores in the 80th to 90th percentile are the expectation and are regularly met. Other content area scores expectations are in the high 60th to 90th percentile.

b) After reviewing the test scores for the last five years, the most notable trend is one of consistently high scores. It is important to note that the Archdiocese of Baltimore used updated national norms to calculate the scores in 2012, so test performance this year cannot be compared to test performance prior to 2012. Despite the change in norms, students of the School of the Cathedral continue to test into the top 15 percent of students in the nation. By looking at the scores, it is easy to recognize the high performance of the students both before 2012 and after 2012.

The SAT10 scores for reading have been consistently high over the course of the last five years. For example, the scaled score for seventh grade reading in 2011-2012 was 715, which jumped to 720 when the same students were tested in eighth grade. Furthermore, the classes of 2013 and 2012 scored 720 and 719, respectively, in reading as eighth graders. In the last school year, all grades made gains of 1 to 17 points in the scaled scores. Even when comparing the pre- and post-2012 test results, scores have remained consistent over the last five years. The eighth grade scaled reading score has ranged from 720 to 728 over the last five years.

The School of the Cathedral's SAT10 math scores have also been high over the last five years. For example, the scaled score for math for each grade increased between 1 and 18 points between 2011 and 2012. The third grade received a scaled score of 659 in 2012, but the same group had a scaled score of 677 in fourth grade in 2013. Just as with the reading results, the math scaled scores have remained consistent over the last few years, despite the change in norms. The eighth grade scaled math score has ranged from 740 to 748 since 2010.

At the end of each school year, teachers are given reports for each class as well as each individual student. The reports give a clearer picture of the reading and math subsets in which students need improvement. The cluster score breakdown gives students below, average, and above average areas. Teachers use this information when planning instructional units for the school year. When looking at the reading test subsets, School of the Cathedral students consistently score lower in vocabulary and spelling relative to reading comprehension. In an effort to improve vocabulary and spelling scores, the school has implemented the "Superkids" reading program in kindergarten, first grade, and second grade as well as a school-wide writing plan and language arts block that integrates reading and writing. Furthermore, Cathedral students are strong in mathematical procedures and symbolic notation but weaker in decimals. To close this achievement gap, faculty members plan instruction to move students from below average to average or above average. The IXL program was added this year to enhance instruction. Teachers also create accelerated and differentiated instruction for top-tier students. Despite some scores being higher than others, School of the Cathedral

students continue to receive high scores in all areas. The information gained from the SAT10 scores is essential to close gaps and plan for consistent instruction to meet all student needs.

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

When the school receives the SAT10 and OLSAT8 scores in the spring, the administration shares the overall test results with teachers at a faculty meeting. Trends, successes, and potential areas of improvement are examined. Teachers receive individual score reports for the class they will teach the following year in order to examine the students' areas of strengths and weaknesses. Teachers also meet with the instructors who taught the students the year the assessment was given so that the instructors can see how successful they had been teaching the standards and achieving the desired outcomes. Furthermore, this opportunity of collaboration allows for input from the students' current teacher about specific needs and strengths. The SAT10/OLSAT8 results are posted on the websites of the Archdiocese of Baltimore and School of the Cathedral. Scores are sent home, and parental review is encouraged.

One area that Cathedral's educators have examined is spelling and its percentile rating compared to reading, language, and vocabulary. Teachers have recognized scores in this area are not identifiably low but rather low when compared to other areas of the English language arts assessment. To address this, teachers and administration collaborated to develop an action plan to build school capacity in spelling. The plan is multi-faceted and included several initiatives. It was determined that a unified writing plan would be developed and implemented for grades three through eight. Through a consistent writing plan across the grades and curricular areas, the students have numerous opportunities to apply spelling rules in a variety of meaningful ways. The desired outcome is that increased application will improve student spelling. Another initiative evaluated the current reading program with a focus on integrating spelling/vocabulary skills and writing. The result of this was the adoption of the "Superkids" reading program in kindergarten through second grade. This program balances all five essential elements of reading and integrates reading, writing, spelling, and grammar thus providing the solid foundation students need when advancing to the higher grades. Middle school students study vocabulary, grammar, and reading in a dedicated writing lab with Chromebooks. The focus is on writing to communicate effectively and includes peer review, mentoring from the teacher, and self-publication.

Student progress is also measured throughout the year by using assessment materials provided by the textbook series in each specific content area. Using MSDE and Archdiocesan standards, teachers also develop their own assessments to measure student learning. Math in grades kindergarten through sixth grade use the enVisionMATH series, which has daily problem-based lessons followed by visual learning strategies. Daily data-driven assessments allow for diagnosis, intervention, and differentiation. Seventh and eighth grades currently use Saxon Math, which is designed to assess students' strengths and weaknesses in areas of computation, procedures, and math concepts. Any areas of improvement are addressed by the classroom teacher.

To communicate with parents effectively, the school utilizes PowerSchool, a web-based student information system, as a primary source for teachers to communicate with parents about student achievement and assignments.

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

As lifelong learners, the Cathedral faculty and administration participate in numerous professional development and educational opportunities. The faculty and administration share their expertise with one another by mentoring new teachers, sharing strategies and best practices with one another through professional learning communities, and forming content teams. Teachers demonstrate leadership throughout the larger educational community by hosting events, presenting at conferences, serving on Archdiocesan

curriculum committees, piloting new programs, and participating on planning committees for regional events. The School of the Cathedral hosts the Archdiocese of Baltimore Elementary School Leadership

Collaborative regional meetings with the superintendent of the Archdiocese so that schools in a similar region might share best practices and coordinate on system-wide events and projects. Additionally, the principal has been a member of the Superintendent's Collaborative Council and on the Executive Committee of the Principals Association for the Archdiocese. The principal mentors new principals each year.

As pioneers in the use of PowerSchool and Atlas Curriculum mapping within the Archdiocese, the administration and faculty shared their knowledge and skills with other teachers and schools to help guide them in the implementation process. As Cathedral transformed to a wireless campus with increased technology, the administration and teachers shared lessons learned with other Archdiocesan schools.

The School of the Cathedral's faculty participates in many professional organizations including the National Catholic Education Association, National Council for Social Studies, National Council for Teachers of Mathematics, Maryland Association of School Librarians, National Science Teachers Association, National Council for Teachers of English, National Association for Art Teachers, and ASCD. As teachers attend local and national conferences, they have the opportunity to share and gather valuable resources for classroom instruction and areas of research to further their courses of study.

Semi-annually, the Archdiocese of Baltimore holds area school conferences. Teachers divide into content area specialties or areas of expertise. Religion teachers gather with other Archdiocesan religion teachers to share teaching methods and to develop a stronger Catholic identity in the classroom and the school. The nurse and counselor also plan and host meetings for their fellow school nurses and counselors to update their skills. These opportunities are powerful moments where faculty and staff members share successful strategies and gain new insights to best support each student.

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

The School of the Cathedral has many opportunities to successfully engage families and the community. Effective, ongoing communication is an essential part of successfully engaging others and increasing student success.

Communication begins prior to a family's entrance to school through a parent-child social and parent partners each summer. This creates a community climate to increase student success. Teachers communicate regularly with parents through emails, newsletters, conferences, and individual websites. Parents of students in grades three through eight have daily access to their child's grades and missing work through a web-based PowerSchool program.

Back-to-School nights set the mission, direction, and academic yearly goals as parents have a chance to hear from the administration, school board, CASPA parent association, and faculty members.

Administrative communication is essential. Weekly newsletters keep parents, school board members, and the larger community informed on school issues, testing data for SAT10/OLSAT8 and ACRE, a national assessment testing knowledge of Roman Catholicism, as well as programs and events. The administration hosts numerous small group parent gatherings. These events are open to all parents and are scheduled to make them as accessible as possible. Parents speak freely regarding the school and student achievement, get clarification, and share future plans. Use of Facebook and Twitter posts help meet the needs of tech-savvy families.

In addition, parents, faculty, board members, and parishioners actively participate in strategic planning. Medical professionals and educators throughout Baltimore give direction to the Regina Plan through service on the Regina Advisory Council. Scheduled guest speakers present on Internet safety, differentiated learning, and Common Core and are often open to participation by the larger community.

Parent participation is exceptional. Some ways include participation in the annual 5K Cardinal Cup, student productions, class events, fundraising, career day, curricular celebrations, service events, and the Cathedral Ball. The Cardinal Cup is run by parent and student volunteers, and proceeds benefit Mother Seton Academy, a tuition-free Catholic middle school that provides a high-quality Catholic education to low-income students in Baltimore City. The Cathedral Ball is the primary fundraising event for the school and annually brings in nearly \$100,000 for school projects. This funding has enabled Cathedral to install a new turf field, and purchase Wi-Fi services, interactive Whiteboards, iPads, and Chromebooks. This year's Ball funds will go to the acquisition of a new science lab that will be utilized by students in kindergarten through eighth grade.

## **PART V – CURRICULUM AND INSTRUCTION**

---

### **1. Curriculum:**

This past year the School of the Cathedral has modified the ELA and mathematics curricula to align with the new Archdiocesan standards adapted from the Common Core. While meeting and exceeding their own standards, the science, social studies, Spanish, physical education, and religion curricula support the evolution of the math and English language arts standards. Information from classroom assessments and standardized tests are used to review and improve the curriculum. An emphasis is placed on analytical thinking and critical thinking skills across all content areas. The instructional materials used reflect the principles of good character and the values of the Catholic faith.

The integrated language arts curriculum includes reading, phonemic awareness, word recognition, comprehension, literature, spelling, vocabulary, writing, penmanship, grammar, and fluency. Through the introduction of challenging fiction and non-fiction literature, students are able to develop the skills needed to become strategic readers. The six traits of writing are taught in all grades and implemented throughout the curriculum. Students learn how to write topic sentences; narratives; poetry; and descriptive, expository, and persuasive essays. By eighth grade students have acquired the skills necessary to develop thesis statements, conduct research, and revise and self-assess their work. iPads, Chromebooks, and online resources are used to support the curriculum.

The scaffolded math curriculum provides increasing independence from the lower grades to the higher grades. The focus is on skills, data analysis, problem solving, investigations of numbers and operations, algebra, geometry, measurement, probability, reasoning and proof, communication, connections, and number representation in all grades. Students in seventh and eighth grade learn high school algebra and geometry concepts.

The scientific method and inquiry is the basis of the science curriculum. Physical, life, and earth sciences are studied. Different learning styles are addressed through observation, exploration of the school's garden and campus, including the creek running behind the school, measuring, and hands-on experiments. All fourth-grade students participate in the school's science fair. Annually, fourth-grade students compete in Notre Dame Preparatory School's regional Egg Drop Competition. Middle school students research and study the Chesapeake Bay's water quality.

Continuing to build upon critical thinking, problem solving, and participatory skills, the social studies curriculum allows students to become engaged citizens and respect the diversity and contributions of other cultures. Students are assessed on cultures, customs, government, economics, and current events. Experiences in research and writing further the cross-curricular approach by applying ELA standards in social studies, preparing the students for high school and college.

Physical education/health/nutrition and the visual and performing arts have unique content area standards that enhance the core curriculum and enable students to engage in writing activities across the curriculum. Self-confidence and student awareness increase as Cathedral teachers fulfill the mission to educate the whole child. Technology is infused in all parts of the curricula to enhance instruction. A technology coordinator collaborates with teachers at all grade levels to create lesson plans based on specific standards in that content area. Kindergarten through grade five students have access to and use of multiple iPad carts. Middle school students participate in a 1:1 Chromebook program. The use of a multitude of educational apps provides a valuable resource to enhance instruction.

The study of Spanish in grades one through eight engages students to develop an appreciation for the culture and language of other people. Vocabulary, writing, and speaking are introduced using the textbook, movement, music, media, and art. Middle school instruction focuses on the acquisition of vocabulary and grammar skills to prepare students for success in high school. The School of the Cathedral is in compliance with the program's foreign language requirements.

The religion program contributes to the positive growth of family life, love of God, and love of one's neighbor. Through daily religious instruction, prayer, participation in liturgies, sacramental programs, and outreach projects, an atmosphere of respect and dignity within the school community is developed as members bear witness to the saving grace of Jesus Christ.

Cathedral implements a core curriculum and course of study developed in alignment with the national and Archdiocese of Baltimore standards. Cathedral's curriculum is continually reviewed and modified to ensure that it is rigorous by meeting and exceeding these standards thus preparing students for college and future career success.

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

The School of the Cathedral's reading curriculum is literature-based and divided into three groups: primary, intermediate, and middle school. The primary grades focus on phonics, decoding, and comprehension. Phonics instruction is systematic and organized throughout the primary grades, helping students understand letter sounds, letter blends, and words. Additionally, they learn to find spelling patterns and apply it to their reading. The primary program was chosen for its ability to improve reading fluency through phonics instruction as well as the writing application connected to each lesson. The intermediate reading program continues and expands on the basic reading skills acquired in the primary grades, but it places a greater emphasis on higher order thinking skills, such as analyzing, comparing, and making judgments. Students in both the intermediate and middle school grades study prose and poetry, and age-appropriate novels are read and discussed throughout the school year. Vocabulary and spelling words are chosen from the stories and novels students are reading in addition to a spelling program.

Reading teachers use a variety of instructional methods to teach reading, including before, during, and after reading strategies. Common before reading strategies, such as anticipation guides and think pair share, help students activate prior knowledge and set a purpose for reading. During reading strategies, like jigsaws and paired reading, help students monitor their understanding. After reading strategies, such as exit slips and question-answer relationships, help students summarize what they've read. Furthermore, students are encouraged to think critically through written assignments, class discussions, small group discussions, and activities like four corners, in which students must agree or disagree with a question by choosing a corner and then expressing their opinions.

Cathedral is making strides in improving the reading skills of students performing below and above grade level. Students who are performing below grade level have the opportunity to receive leveled instruction through differentiated assignments and assessments. Tutoring and other services are available through the school's Regina Plan, which provides services for students with learning differences. Students who are reading above grade level receive extension activities to provide a greater challenge.

## **3. Mathematics:**

The School of the Cathedral strives for a deep understanding and application of mathematics throughout each grade level of the school and across the curriculum. Cathedral is currently transitioning into implementing new standards that are rooted in both the National Council of Teachers of Mathematics and Common Core pedagogies, as established by the Archdiocese of Baltimore. These standards allow for students to gain true mastery and apply their math knowledge within the real world. Learning objectives based upon these standards are reached through the rich and diversified instruction and technology tools used in the school's classrooms on a regular basis.

Students in grades kindergarten through sixth grade currently use the enVisionMATH resources as the foundation of their instruction and assessments. Specifically designed to align with Common Core standards and expectations, enVisionMATH fosters critical thinking and problem solving among students in each grade level. EnVisionMATH additionally provides teachers various instances in which other subject areas, particularly science, social studies, and language arts, can be integrated throughout math lessons. Students in grades seven and eight engage in the Saxon Math curriculum, which allows for students to take the incremental and spiraled approach to math mastery. Seventh and eighth grade students participate in leveled

math courses in order for each student to achieve individual success. Teachers at all grade levels at Cathedral implement the use of math manipulatives, literature-themed activities, and differentiated stations or learning groups in order to engage student learning and meet the needs of each student in the classroom.

Students regularly use IXL, which affords them the opportunity to engage in extra math practice through an online interactive approach. Teachers at Cathedral regularly integrate the use of technology tools, such as iPads and Chromebooks, within their daily instruction, activities, and assessments. These tools provide students with the opportunity to engage in technology, both individually and in collaborative settings. It is through this focus upon 21st century skills, real-world application, cross-curricular incorporations, differentiated learning, and technological integration that Cathedral excels in the area of mathematics curriculum and instruction and provides students the opportunity to maximize their learning and reach their individual potential.

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

**Science:** The School of Cathedral of Mary Our Queen aims to engage its students in the discipline of science through regularly involving students in an experiential approach to learning. Educators at the school plan lessons according to standards established by the Archdiocese of Baltimore that additionally align with the National Science Education Standards. These standards spiral learning objectives in the areas of physical, earth, and life science as each student is promoted within the school. Throughout each grade, students encounter the scientific method through age-appropriate activities and strategies. Primary grade students are engaged in the scientific process as it relates to engaging the senses and daily life. Students in intermediate grades participate in a variety of lab-based activities that utilize discovery to introduce concepts, and laboratory-based experiments that both reinforce and assess student knowledge. Participation in such an environment promotes collaboration, problem-solving, and literacy skills that naturally integrate additional subject areas into the science classrooms at Cathedral. As students approach middle school, they apply their science knowledge as it relates to environmental awareness, citizenship, and civic efficacy.

In order to supplement regular science learning in the rudimentary classroom, Cathedral has offered a science club in which students of varying grade levels could participate. This extracurricular opportunity encourages scientific inquiry, fosters excitement around learning, enriches students' science knowledge, and affords them the opportunity to collaborate with their peers. The science methodology implemented at Cathedral is deeply rooted in the school's mission itself. Cathedral's approach to science curriculum and instruction makes available to each student the opportunity to experience learning in a balanced sense through encountering challenges of life and society. This approach seeks to allow students to acquire essential science knowledge and skills through experiments, hands-on discovery activities, and inquiry-based instruction and assessment. As Cathedral aims to prepare its students for a rapidly changing society, its methodology and tactics present the area of science in a way that will create well-rounded learners equipped to discover, critically think, collaborate, and engage in the world around them.

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

The School of the Cathedral is dedicated to ensuring the success and growth of all its students by employing a variety of methods to differentiate instruction. First of all, the school's longstanding Regina Plan provides additional support for students with learning differences by using a combination of tutors, speech therapists, occupational therapist, classroom accommodation plans, and technology. Regina students receive services up to a few times each week, and teachers offer additional support in the classroom. Additionally, the school's Student Advocacy Team meets regularly to ensure that the needs of Regina students are being met.

Cathedral has also grouped students according to ability for math and language arts, providing more opportunities for students of like ability to work together on group projects. Furthermore, teachers use many instructional methods in the classroom to meet the needs of all students. Teachers use ongoing formative assessments to evaluate students' strengths and weaknesses, and students have the opportunity to opt out of material they have already mastered. For example, students who test out of a chapter in pre-algebra are able to work on more challenging material. In many cases, students are also given the opportunity to choose, with the teacher's guidance, the way they would like to demonstrate what they have learned, and they are also

given various assignments that are tailored to different levels of achievement. As an example, during writing workshop in the middle school language arts program, students are encouraged to write about topics in which they have a strong interest and that have personal meaning. They are also given assignments at various levels during each literature unit.

Additionally, many teachers throughout the school utilize learning centers geared toward different levels, learning styles, and readiness. Finally, the school-wide use of technology -- iMacs, iPads, and Chromebooks -- supports instruction by engaging students and providing more opportunities for feedback. All middle school language arts students write their essays and assignments on Chromebooks and submit their work via Google Documents, giving their teachers the opportunity to give immediate feedback throughout the writing process. Cathedral provides a challenging academic experience that is tailored to meet the needs of all students to ensure academic growth and excellence.

## **6. Professional Development:**

The School of the Cathedral's professional development approach is formulated with three goals in mind: to meet teachers' professional learning needs and improve student learning, to address priorities in the school improvement plan, and to address academic standards. Furthermore, the school offers several types of professional development throughout the school year. Archdiocesan, regional, and school-wide group opportunities are provided within the school or off campus. Individual opportunities are offered at local universities, other schools, or at home through webinars.

In-school professional development topics are chosen based on test scores, student work, observations, and relevance to the largest group of teachers possible. For example, the school's math curriculum was recently realigned with the Common Core and Archdiocesan standards, so the faculty as a whole and the math teachers as a small group received professional development about common core and the implementation of the new math curriculum. Furthermore, the school used test scores and student work to identify the necessity of changing the reading program for kindergarten through second grade to improve reading fluency and writing, so teachers attended a variety of professional development to help implement the new program and standards. Additional opportunities to expand reading strategies and assessments have included other school observations, direct classroom observation, consultant on site, and use of professional learning community. Since the implementation of the program, teachers have reported renewed interest and enthusiasm from students.

Teachers are also given many opportunities to meet team and individual goals by attending professional development outside of the school building, participating in conferences, and visiting other schools. In many instances, they share what they have learned when they return to school. For example, when administrators and teachers identified the need for school-wide positive behavioral interventions and supports, a group of teachers attended a Positive Behavioral Implementation Strategy (PBIS) conference and presented the material they learned at a faculty meeting with several work sessions to create and implement a plan. Additionally, many teachers also visit other schools to see how their peers approach similar tasks. With this multi-pronged and diversified approach to professional development, teachers have the opportunity to meet school and individual goals, which have all been chosen to improve student achievement in ways that best support them.

## **7. School Leadership**

Collaborative leadership is the hallmark of the administrative team at the School of the Cathedral. The principal of a Catholic school is charged with being both the spiritual and academic leader within the school community. As such, the principal and assistant principal work closely together to ensure academic excellence within a student-centered Christian environment. They work with faculty, parents, students, and the school board to gather information, hear concerns, set priorities, and set a clear direction for the future.

The formation of teachers is essential to ensure excellence on all levels. The principal and assistant principal use both formal and informal opportunities to support and empower teachers. As part of a mentoring program for new teachers, each new teacher meets on a weekly basis with an administrator to discuss

curriculum planning and assessment. Administrators incorporate the three-minute walk through for informal visits. Feedback is shared with teachers directly and often. Weekly faculty meetings are scheduled for either full faculty, curriculum area, professional learning community, strategic planning, or other needs.

Administration has focused on empowering teachers as leaders. Teachers are now involved in curriculum assessments, material selection, identifying professional development needs, exploring areas of their own coursework, and setting school goals.

Over the past year and a half, the administration has dramatically increased the amount and use of technology, incorporated a modified block schedule, instituted a variety of after-school clubs, created more meaningful professional development opportunities, instituted professional learning communities, revamped the after-school program, added a wellness program, and created a positive behavior program for students. The Student Advocacy Team was created to better meet the needs of the 65 students receiving educational service plans.

Parental input is actively solicited through questionnaires, meetings, CASPA organization, and individual parent meetings. Currently, through parent feedback, a team of parents is investigating alternative lunchroom vendor options. Student feedback is encouraged not only for ways to improve the lunch program but also how to make the school environment even better. They are given the opportunity to make suggestions for clubs and service learning endeavors. The principal works with the school board and pastor to ensure that the mission and policies of the school and the Archdiocese of Baltimore are implemented. The principal serves on several leadership groups at the Archdiocesan level. Transparent reporting and collaboration with the school community helps ensure excellence and continued growth on all levels.

## PART VI - NON-PUBLIC SCHOOL INFORMATION

---

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

### 2013-2014 Tuition

Grade	Amount
K	\$8230
1	\$8230
2	\$8230
3	\$8230
4	\$8230
5	\$8230
6	\$8230
7	\$8230
8	\$8230
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$9423  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$1450
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      2%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      14%

## PART VII - ASSESSMENT RESULTS

---

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford 10, tenth edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	663	659	668	660	658
Number of students tested	57	47	48	54	48
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

#### NOTES:

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford 10, tenth edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	677	683	680	677	684
Number of students tested	46	47	57	49	65
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford 10, tenth edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	700	699	698	704	702
Number of students tested	49	58	49	68	48
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford 10, tenth edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	715	726	728	716	718
Number of students tested	48	42	60	32	31
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford 10, tenth edition</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	738	738	734	741	739
Number of students tested	37	59	29	29	40
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford 10, tenth edition</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	744	741	748	740	730
Number of students tested	57	26	28	38	38
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford 10, tenth edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	653	654	658	662	644
Number of students tested	57	47	48	54	48
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford 10, tenth edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	671	680	677	667	685
Number of students tested	46	47	57	49	65
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford 10, tenth edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	689	687	678	692	686
Number of students tested	49	58	49	68	48
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford 10, tenth edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	703	710	714	707	715
Number of students tested	48	42	60	32	31
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford 10, tenth edition</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	711	715	718	724	716
Number of students tested	37	59	29	29	40
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford 10, tenth edition</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Apr	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	720	719	728	719	720
Number of students tested	57	26	28	38	38
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. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**