

**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 Mrs. Madeline M. Meaney

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

Official School Name Immaculate Conception School

(As it should appear in the official records)

School Mailing Address 112 Ware Avenue

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

City Towson State MD Zip Code+4 (9 digits total) 21204-4003

County Baltimore State School Code Number\* 13PV84

Telephone 410-427-4801 Fax 410-427-4895

Web site/URL

http://www.theimmaculate.org/school

E-mail mmeaney@theimmaculate.org

Twitter Handle

@ImmacConception

Facebook Page

https://www.facebook.com/TheICS

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: bedmondson@archbalt.org

Other)

District Name Archdiocese of Baltimore Tel. 410-547-5515

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 Father Joseph Barr

(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.  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>	24	20	44
<b>K</b>	22	27	49
<b>1</b>	26	34	60
<b>2</b>	31	20	51
<b>3</b>	35	44	79
<b>4</b>	27	35	62
<b>5</b>	27	37	64
<b>6</b>	26	32	58
<b>7</b>	17	29	46
<b>8</b>	32	16	48
<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>	267	294	561

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 2 % Black or African American
  - 2 % Hispanic or Latino
  - 4 % Native Hawaiian or Other Pacific Islander
  - 85 % White
  - 4 % 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: 2%

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	7
(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)]	8
(4) Total number of students in the school as of October 1	527
(5) Total transferred students in row (3) divided by total students in row (4)	0.015
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0 %  
1 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Korean
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.

9. Students receiving special education services: 5 %  
28 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>0</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>23</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>4</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               |

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	33
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
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.	12

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 17:1

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	95%	96%	97%	96%	93%
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**

---

Located in Towson, Maryland, Immaculate Conception School (ICS) is a parochial school educating children in pre-school through 8th grade. The faculty consists of 43 teachers, the majority of whom hold a master's degree or equivalency. ICS also has 6 instructional assistants for pre-school and Kindergarten. All administrators and faculty are state and/or nationally board certified or are working toward certification to be completed by 2014.

The school's academic vision is best identified by the acronym STREAM. In nature, streams flow from one place to the next and carry with them benefits from each stop along the way. At Immaculate Conception School, STREAM stands for Science, Technology, Religion, Engineering, Arts, and Mathematics. A STREAM education is interdisciplinary, where lessons learned in one subject find application in another. For example, Catholic identity flows into discussions on the practical use of science and engineering. STREAM also fosters appreciation for the mathematical precision and beauty of nature to flow into creative expressions in fine arts.

In 1998, Blessed John Paul II released his papal encyclical entitled *Fides et Ratio* ("Faith and Reason"). In it, he expressed the relationship between human capacities for both faith and reason. Educating the whole child means balancing two types of thinking – convergent and divergent. Divergent thinking requires a creative mind able to reach for abstract ideas, while convergent thoughts need rational grounding in logic. In all cases, a STREAM model promotes discovery and student-centered inquiry in pursuit of Gospel truth that speaks across disciplines. The school's vision therefore is to prepare students intellectually, emotionally, and spiritually for the 21st Century, with skills focused on creativity, leadership, collaboration, and problem-solving.

Central to this is the mission statement which reads, "The mission of ICS is excellence. Each student is a valued child of God who is provided with engaging and innovative teaching in a challenging learning environment. All will excel academically and grow spiritually, socially, and emotionally in preparation for high school and beyond." This mission is supported by a strong Catholic identity present in every aspect of school life – from community service to weekly Mass. Excellence in science and technology is evident with three science labs, SMART Boards in every classroom, and the "Engineering is Elementary" framework. Fine arts develop creativity through award-winning performance ensembles and a growing graphic art program.

The history of ICS began in 1887 with 15 students in a basement room under direction of the School Sisters of Notre Dame. In 1926 the Sisters of Saint Francis took control of the school and secured funding for a three-story building. In 1940, land was purchased for athletic fields, followed by a library and additional classrooms in 1960. Office space and an annex were added in 2002, and in 2010 the gym, cafeteria, auditorium, and classrooms from the former parish high school began to be used. In 2002 the campus became wireless and in 2011 SMART Boards were installed in every classroom, while expansion into the high school continued to gradually include classrooms and office space on the second and third floors.

After 125 years, ICS continues its affiliation with the Sisters of Saint Francis and promotes their spirit of joy, peace, and serving the poor. Every year students prepare Thanksgiving baskets for needy families and collect hundreds of Christmas gifts for local charities. Classes collect items for soldiers, organize clothing drives for the homeless, make food for soup kitchens, and donate school supplies to needy students.

Enrollment is strong and has grown to 561 students (as of October 1, 2013). The population represents a variety of income levels and academic abilities ranging the spectrum, and includes a 15% minority enrollment of African-Americans, Hispanics/Latinos, Asian-Americans/Pacific Islanders, and multi-racial Americans. Approximately 11% of students are non-Catholic, representing Protestant, Hindu, and Jewish faiths. ICS educates students who reside throughout the metropolitan area and as far away as Pennsylvania.

Middle school enrollment had historically declined by 33% in transition from 5th to 6th grade because of competition from local private Catholic high schools with middle school programs. That attrition rate has

now been reduced to 16% (69 fifth graders in 2012-13 versus 58 sixth graders in 2013-14), and with aggressive efforts from the full-time Marketing Director that positive trend should continue. The class of 2013 achieved 100% acceptance into their first or second choice high schools and earned nearly \$100,000 in scholarships. Eight graduates received National President Awards for Academic Excellence and Achievement, and this fall 13 students were inducted into the National Junior Honor Society. ICS graduates go on to the finest local high schools and from there to great success in colleges and adult life. The hallmark of their STREAM education at Immaculate Conception School is the lifelong excellence that flows from having critical minds and compassionate hearts.

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

---

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

a) Each spring, Immaculate Conception School administers the Stanford Achievement Test, 10th edition (SAT10) to students in grades 3-8 as required by the Archdiocese of Baltimore. The assessment results provide detailed information about student achievement and growth in word study skills, vocabulary, reading comprehension, mathematics problem solving, mathematics procedures, language, spelling, science, social science, listening, and thinking skills. Group and individual student reports break down each academic cluster into subskills for better understanding of group and individual achievement and instructional needs. The Otis-Lennon School Ability Test (OLSAT) is administered in conjunction with the SAT10 to provide a comparison of individual verbal and nonverbal cognitive ability to performance. The expectation at ICS is that, commensurate with ability, all students will demonstrate proficiency by scoring at or above the national and regional averages for their age group.

Since Immaculate Conception is not bound by the Maryland state performance levels for public schools, the Archdiocese of Baltimore sets expectations that the curriculum standards have been appropriately taught and adequately learned. The Department of Catholic Schools routinely reviews the educational outcomes of the school's standardized test scores and classroom grades. ICS ranks among the highest scoring schools in Archdiocese with its SAT10 results. Using the Blue Ribbon qualifying scaled scores, ICS SAT10 math results exceed the cut scores by 17 to 48 points; while reading scores exceed by 1 to 25 points.

b) Analysis of the performance trends in standardized test scores at ICS began in earnest in the 2009-2010 school year. Percentile equivalents then ranged from high 70's to mid-80's, with the exception of third grade, which ranged from the mid-60's to mid-70's. Yet, when compared to Archdiocesan schools with similar demographics during that time, ICS was at or near the bottom in math procedures. Determining factors for this disappointing performance in mathematics became a focus. Internal review identified a need to develop concepts while teaching procedures, focusing on understanding, application, and inquiry rather than memorization.

A data-driven study in 2009 revealed gender discrepancies in math performance. Girls were found to score significantly lower than boys, fewer girls were enrolled in accelerated math classes, and no girls participated in enrichment math offerings. Research to reverse this trend led to the initial adoption of a STEM program, which was later designated formally by the Archdiocese and then expanded in 2012 to become the current STREAM initiative.

Along with the new curricular focus, the Saxon Math Program was instituted in 2010-11. Amid concerns this highly structured program might limit teacher creativity and discourage instruction for deeper understanding, a five-part training session was arranged on-site for all math teachers through University of Maryland, Baltimore County (UMBC). This professional development series sought to identify ways in which the staff might integrate their personal creative approaches within the Saxon framework. This blend of rational, logical, fact-driven subject matter with the creative expression found in other academic areas was one of the first seeds that later blossomed into the interdisciplinary STREAM initiative.

The results of these changes were overwhelmingly positive. Compared to 2009-10 marks, the average ICS student went up 33 scaled score points in math for 2010-11. Impressed by the rapid gains, ICS continued use of the Saxon program and found the following year saw a similar average increase of 23 points. For example, the same students who scored an average of 627 in 3rd grade now averaged 693 in 5th grade. It was clear the changes were having the desired effect on student performance.

Recent reading scores also showed gains post-study, although substantially less than in math. This can be attributed partially to math having been the focus of a strategic objective for that time period. However, while the math teachers met for professional development, the middle school reading teachers, elementary reading specialist, and on-site teacher mentor also met and continued to share strategies for improved reading instruction. Realizing that teaching English and reading as separate subjects, often to different

students, discouraged the integration necessary for authentic application, this group implemented a reader's workshop type of instruction which encouraged interaction with the text by the use of response journals and an opportunity for authentic application of writing skills.

A modest change in test scores followed, and was validation enough to set language arts performance as a new strategic objective for the school. The Treasures reading series was adopted starting in 2011-12, and then expanded to grades PK-5 over three years. Middle school staff engaged in curriculum revision and professional development for Reading Across the Curriculum. Both were done with a focus on the SAT10 subskills the administration targeted for growth. An average scaled score increase of 15 points from 2011-12 to 2012-13 provided the encouragement to continue this approach and to add a reading resource teacher for grades 5-8. This teacher now works collaboratively in a co-taught classroom to identify students in need of additional reading support.

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

An analysis of the SAT10 results is presented annually to the faculty in the form of percentile rank for comparison and scaled scores for growth, along with the cognitive expectations to compare achievement with performance. Each grade level team, supplied with a detailed accounting of both present and incoming students, uses this data for self-reflection, identification of strengths and needs, and for placement purposes. Administration uses this data to assess strengths and weaknesses in curriculum implementation, adjust staff assignments, and identify professional development needs. Results are revisited again in the fall with grade-level teams for more specific planning for individualized needs in assigned classes.

In addition to the SAT10, data is analyzed and used from other standardized tests. Brigance Kindergarten Screening is used for failure prevention and placement into Kindergarten. The Metropolitan Reading Readiness Test, given at the end of Kindergarten, identifies students in need of a modified first grade program with the reading specialist. The High School Placement Test is used to identify patterns of deficit in middle school for the purpose of making necessary adjustments. The Assessment of Catechesis and Religious Education (ACRE) exam provides data on successful implementation of the religion curriculum.

A major schedule reorganization taking place over three years allowed for the previously segmented teaching of reading and English to be integrated in grades 5-8. The integrated language arts team meets weekly with the teacher mentor to identify needs, share successes, and research best practices. A significant accomplishment has been the incorporation of more nonfiction reading, often paralleling the novels being read. In this way, the strategies needed to read challenging material independently are taught and practiced.

Assessment results also indicated less than desirable growth in vocabulary skills. To address this, teachers are now placing emphasis on modeling how to derive vocabulary meaning based on context clues during reading instruction to enhance their vocabulary programs. Additionally, teachers in grades 4-8 now integrate classical Greek and Latin roots into their vocabulary program as a basis for understanding new words encountered in all subjects.

The school uses diverse communication methods to keep parents apprised of the daily progress of their children. PowerSchool, a password-protected, online grading program, provides instant access to a student's grades as well as a hard copy progress report. Every teacher maintains an online presence through the eChalk website; and the administration produces weekly electronic newsletters that include school updates, student achievements, and resources. ICS offers the opportunity for parent-teacher conferences through the year as requested. In addition, all SAT10 results are posted on the school website, SAT10 explanation sheets for parents/guardians and students are included with the final progress report, and the school makes available publications explaining how to interpret the results. Parents/guardians are encouraged to meet with faculty and/or administrators at any time to discuss questions or concerns.

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

As evidenced by increased scaled scores and percentile rankings in math and thinking skills, the ICS STREAM program has played an integral part in increasing the effectiveness of the school's instructional practices. To share the benefits of this program, ICS serves on a committee comprised of seven Archdiocese of Baltimore STEM schools. During committee meetings, ICS administrators have explained how they have analyzed test data to determine instructional needs, presented professional development strategies, shared resources on how distance learning can expand and enhance math curriculum, and coached members on using the Engineering is Elementary® curriculum from the Museum of Science in Boston. This committee hosts routine meetings and maintains a blog to share, investigate, and develop STREAM opportunities including a Naval Academy-sponsored program entitled SeaPerch.

Additionally, ICS hosted a STEM Conference during the 2012-13 school year, keynoted by internationally-renowned scholar Ian Jukes. ICS and the other STEM schools from the Archdiocese spent the day on campus alongside all Archdiocesan principals and assistant principals. Mr. Jukes presented on 21st Century skills in today's student population and identified instructional practices integral to STEM (STREAM) including discovery, authentic assessment, and cross-curricular methods. Reaching out to the community, ICS participated in the Baltimore Museum of Industry engineering challenges for students including the Safe Racer and Future City challenges. The assistant principal recently enrolled in the Principal Leadership Institute for Advanced Studies (PLIAS), sponsored by the Archdiocese of Baltimore in conjunction with three area universities, during which participants engage in coursework designed to build their capacity in key areas of Catholic school management. The principal previously completed the same program.

Finally, teacher leaders have been identified at ICS who incorporate STREAM strategies across the curriculum and they have been encouraged to attend professional association conferences such as those for the National Council for Teachers of Mathematics (NCTM) and the National Science Teachers' Association (NSTA). These teacher leaders have returned from these networking opportunities with lessons and ideas to share with the rest of the staff. The ICS administration has begun exploring an incentive program to encourage internal collaboration to spread the benefit of these professional experiences to all classrooms.

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

ICS has actively reached out and established partnerships with local universities and businesses to support both instruction and extra-curricular activities. For example, graduate engineering students from Johns Hopkins University have coordinated with 8th grade students on a research paper on alternative energy sources and meet weekly with the middle school Future City club to plan, design, and build models of sustainable cities that might exist 150 years from now. Engineers from local firms have made classroom presentations on the real-world applications of math and science, and cooperate with the Safe Racer engineering challenge for 5th grade.

The assistant principal has pursued and facilitated an expanded partnership with Towson University art education majors who conduct their pre-service field placement at ICS with students in grades K-2 and middle school. Culminating in a gallery showing for the entire community, the interns work with students to implement art lessons and projects that support the curriculum including graphic novels, book covers, and tessellation designs. A professor from Loyola University worked with the faculty to develop a new, shared school mission and belief statement in order to better promote a community commitment to meet the changing needs of students. Lastly, the principal has facilitated a partnership with the University of Maryland St. Joseph's Medical Center to provide STREAM presentations in the classroom, whilst also centering ICS community service in a way to benefit the patients and staff of St. Joseph's.

The administration supports a weekly electronic newsletter from the parent association which recruits volunteers to read to students in the library, assist in the computer lab, and create learning resources developed by the teachers. Additionally, this newsletter keeps the parents informed of the association's various social events that promote community spirit and fund raising efforts used to purchase additional school resources. Due to these efforts, ICS has registered well over 200 parent volunteers in the last 2 years.

Annually ICS hosts various Back to School nights during which teachers engage parents/guardians in the learning process with an overview of the curriculum and extra-curricular offerings. The 8th grade faculty also highlights the high school application process.

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

---

### **1. Curriculum:**

Instruction at Immaculate Conception School is based on the curriculum provided by the Archdiocese of Baltimore. The core curricula of math, language arts, science, and social studies are enhanced by studies in Spanish, technology, fine arts, physical education, and religion. The schedule at ICS features a four-day rotation of days A through D, with class frequency noted per cycle rather than per week.

The math curriculum focuses on examination of numbers and operations, algebra, geometry, measurement, data analysis and probability, reasoning and proof, and problem solving.

Language arts students apply comprehension strategies to a variety of texts, target diverse audiences and purposes using the writing process, and integrate language arts skills across the curriculum.

Through inquiry, investigation, and hands-on experiments, five different science instructors teach students in grades K-8 concepts relating to life science, earth science, and physical science. Topics include: life cycles, ecosystems, Earth's structure, matter and energy, force and motion, and engineering.

Social studies topics include: culture and diversity, time, continuity and change, individual development and identity, governance, global connections, and citizenship.

Immaculate Conception School is in compliance with the program's foreign language requirements. Spanish instruction is one day per cycle for grades Pre-K to 5. It is taught two days per cycle in middle school. Two full-time Spanish teachers are native speakers who instruct students in language and pronunciation, plus appreciation of Hispanic cultures. Projects and activities include: an authentic Spanish luncheon, family photo albums, oral skits, and presentations. Students in 8th grade who have shown proficiency with the language have the opportunity to take an Advanced Spanish course and to sit for the National Spanish Exam. Many graduates are placed into advanced high school courses, supporting the goal of college and career readiness in a pluralistic society. The administration is exploring the possibility of adding French to the foreign language curriculum for grades 5-8 next year.

All students are instructed in the computer lab weekly to develop the following skills and understandings: technology ethics and terminology, keyboarding, basic applications, multi-media presentation, video communications, web page design, internet research, and network structure. Students in grades PK-5 supplement their technology course with weekly library skills taught by the media specialist. Two state-of-the-art laptop carts and SMART Boards in every classroom are used to integrate technology and prepare for college and career readiness. An iPad pilot program has begun in 8th grade math to explore future possibilities with Apple technologies.

Physical education aims to promote lifetime fitness by developing self-esteem and healthy competition. ICS encourages social skills, self-discipline, sportsmanship, and leadership among student athletes while learning basic rules and strategies. Students identify personal fitness goals and seek to achieve them through weekly exercise and participation in organized athletic activity.

Visual art provides a foundation in art history, production, criticism, and graphic design. Middle School students build up college and career readiness by creating portfolios containing work for the entire year. Students participate in year-end portfolio reviews where they examine work from the past year and identify their progress and areas of growth. By supplementing Archdiocesan curriculum standards with interactive classroom environments in all grades, the instruction establishes a strong foundation of the elements of art and the principles of design. This groundwork enables creative expression for students such as involvement in a national logo design contest and participation in a fine arts night.

The performing arts engage students in singing, instrumentation, reading, notating, and evaluating music. Music history and the connections between music and the Catholic faith are also incorporated. ICS offers two school choirs and an award-winning school band, as well as a dance company, an annual musical, and dramatic productions.

As a Catholic school, students at ICS also take a Religion course each year. The curriculum encourages Christian discipleship and provides a sound foundation of Scripture, Catholic Social Teachings, tradition and values, Church doctrine, and the lives of Saints through the use of the Call to Faith textbook series. This helps students to follow Christ and spread the love and truth of the Gospel. Service projects, as well as opportunities to be altar servers and lectors at mass, all encourage students to put that faith into action.

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

For reading instruction, grades PK-5 use McGraw-Hill's Treasures integrated language arts program. The program was chosen because it met identified needs, specifically that a disproportionate number of first graders needed support for phonemic and print awareness. The Pre-K and Kindergarten component integrates foundational skills into a variety of readiness activities. For grades 1-5, Treasures incorporates the 6+1 writing traits, more expository reading, leveled readers for small groups, essential questions which support Understanding by Design principles, and fresh-read assessments. The program also addresses the goal of teaching students to internalize the strategies of good readers through the instructional scaffold: modeling, practice, and individualized release. Finally, Treasures features SMART Board compatibility for interactive instruction and components for online practice at home.

Students performing below grade level in grades K-4 receive support from a reading specialist who provides remediation and also serves as a resource for teachers. Whenever funding is made available from Baltimore County Publish Schools, eligible students in Pre-K through grade 4 meet twice weekly with a Title I tutor. Struggling readers in grades 5-8 are identified by their SAT10 scores and are invited to receive support from a reading resource teacher through the collaborative, team-teaching model.

To challenge students reading above grade level, ICS implemented the Accelerated Reader program for grades 1-8 which uses the Zone of Proximal Development to set independent reading goals and allow for student choice, extending reading opportunities and encouraging more nonfiction reading. Additionally, all students in grades 4-8 participate in the Junior Great Books program which encourages inquiry-based discussion and close reading for textual support. Instructional materials include a literature anthology, informational articles, functional reading, and novels. To provide students with appropriately leveled instruction and practice, above-level readers use the text from the subsequent grade as well as more advanced novels. Student choice is encouraged through use of Literature Circles and Readers' Workshop, and blogging provides students with the opportunity for teacher and peer response.

Extended instructional periods allow teachers to achieve an integrated approach to literacy. Reading serves as a springboard for writing, taught through the newly added Zaner-Bloser program; grammar instruction is imbedded into authentic revising and editing; vocabulary instruction emphasizes context clues and incorporates Greek/Latin roots; and content area boundaries are dissolved as teachers reinforce reading strategies in all disciplines while language arts teachers assist with additional content reading and research.

## **3. Mathematics:**

In 2010, ICS adopted the Saxon Math program, chosen because of its distributed approach where foundational concepts are presented systematically in smaller segments throughout each course. All assessments are cumulative, holding students accountable for previously introduced concepts throughout the year. Math teachers draw upon an extensive in-service experience in order to supplement the Saxon course of study with an emphasis on understanding, as all teachers strive to prepare their students to answer the question why, as opposed to simply how-to. This philosophy is in line with the interdisciplinary STREAM approach to education.

Math instruction is supplemented by real-world application projects. For example, students conduct open and closed-end surveys and translate data into bar graphs and pie charts. Others calculate caloric intake and energy expended through exercise. A Math Madness project prompts students to analyze teams in each of the four regions of the college basketball tournament to determine who, on paper, has the best chance of winning. Open-ended questions prompt students to consider factors other than statistics that may influence the outcome of the tournament.

Previous to implementing Saxon, math students in grades 5-8 were grouped into three homogeneous sections. An action research project revealed that the below-level students had no peer role models and student expectations had been reduced. Subsequently, the grouping model was adjusted to include one accelerated group and two heterogeneous groups with support for struggling students woven into the instruction through small group remediation and tutoring. The math coordinator also worked directly with the teachers and modeled lessons on differentiated instructional methods.

Grouping and enrichment are used for accelerated learning opportunities as well as differentiated instruction. In grades 3-5, a resource teacher co-teaches once per week for remediation with low-performing students. For 5th – 8th grades, students are grouped for math and provided instruction as much as one to two years above grade level. Along with the challenging instruction, students in grades 6-8 who demonstrate strength in math participate in an additional weekly enrichment program with a math specialist. Exceptionally advanced eighth grade students can place into a high-school level Geometry course taught on-site.

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

The Archdiocesan curriculum for Religion, in support of the school's mission and Catholic identity, has integrated faith and Church teachings across all disciplines. Beginning in Pre-K, instruction focuses on a growing awareness of each student as a baptized child of God. The program in Kindergarten through 1st Grade helps each child to discover God's love while exploring relationship-building attitudes such as kindness, helpfulness, and trust. Special religious holidays and seasons are also highlighted such as Advent, Christmas, Lent, Easter, and All Saints Day. Learning the primary prayers of the Roman Catholic faith are also an essential part of each day.

Second grade religion is when students prepare and receive two sacraments, First Reconciliation and First Holy Communion. Both sacraments are a sign of grace from God and are prepared through a curricular introduction to the Holy Family, the Blessed Trinity, and many of the Church's holy saints. Students identify the two main parts of Mass, the Liturgy of the Word and the Liturgy of the Eucharist, and they learn to follow in Mass as the assembly gathers together to worship and pray with one another and become one as the congregation celebrates the Body and Blood of Jesus Christ.

Grades 3-5 focus on Church history, vocational awareness, and the Catholic responsibility of stewardship for God's creation. ICS also incorporates the Archdiocesan family life program into the curriculum, which provides age-appropriate instruction in the emotional, sexual, and relational changes and responsibilities young people experience. Fifth grade students take the ACRE standardized test of faith knowledge sponsored by the National Catholic Educational Association (NCEA) which is used to assess progress throughout the Archdiocese of Baltimore.

Middle school students in grades 6-8 expand their prayer repertoire with study of the rosary and begin a scriptural study of the Gospels. The teachings of Christ are applied throughout the year with a variety of service projects carried out in conjunction with the parish. The curriculum is capped in 8th Grade with the second sequence of the ACRE test and preparation for the sacrament of Confirmation. Frequent opportunities are provided for students to engage in parish life and community service. ICS graduates are fully prepared and empowered to become faithful parishioners and moral citizens in the tradition of the Catholic Church.

## **5. Instructional Methods:**

ICS uses the Wiggins & McTighe Understanding by Design (UbD) framework for lesson planning and instruction. Along with an ongoing book study, teachers attended small group sessions lead by ICS faculty members who have participated in UbD training to support incremental implementation of the framework. UbD promotes backward design, prompting teachers to identify standards to be addressed, enduring knowledge students should gain, and essential questions to focus learning.

Teachers use feedback from observations and learning style inventories to plan instruction. This includes discovery through experimentation, peer presentations, audio/visual instruction through SMART Boards, manipulatives, video-conferencing, and cross curricular instruction involving the arts. For example, a student conducted a video-conference with a doctor at Johns Hopkins University while investigating prosthetic limbs – all for a research essay in English class. Additionally, teachers use application projects, technological presentations, plays, oral and panel reports, real-world problem-solving, and research. Math students use VoiceThread technology to solve complex algebraic equations while orally explaining their thought process to the teacher.

Student support is provided through small group and remediated instruction with the assistance of both the on-site teacher mentor and faculty specialists. Additionally, teachers will suggest educational evaluations based on observed student needs and they implement as resources allow the recommendations from these outside educational professionals.

Accelerated courses are offered to high-achieving students. Advanced math and language arts are offered for grades 4-8, and advanced Spanish is offered in 8th grade. Students are identified for accelerated instruction using standardized test results, teacher observation, and classroom achievement.

Technology is integrated fully into the ICS classroom. Teachers use SMART Boards for all components of their lessons, and laptop carts are available for student use with research projects and writing opportunities. Document cameras display instructional materials, while flash cameras record videos of presentations, panel discussion and debates. Other technological resources include the Discovery Education online streaming service, projection cameras in every classroom, adaptive software for remediated support, and VoiceThread accounts which a teacher will use to record instruction so that the learning process can continue in his/her absence.

Supplemental enrichment activities in all content areas are available through clubs to all students. Opportunities include a Math Olympiad, a science club, Future City engineering club, a Safe Racers challenge, Books and Bagels, yearbook, literary magazine, Spanish Club, academic competitions, spelling bee, essay competitions, summer STREAM and math camps.

## **6. Professional Development:**

For professional development, ICS utilizes a multi-faceted approach coupled with administrative support, allowing teachers to build capacity while developing new methods with feedback as opposed to a one-time training session with little reinforcement. For example, to address identified weaknesses in math procedures in 2010-11, the administration secured assistance from the director of the Masters in Arts in Education program at UMBC. The professor reviewed the results, held panel discussions with teachers, and developed a custom five-part training program requiring teachers to implement strategies taught during the sessions. This training, in combination with the new Saxon program, resulted in exceptional student performance gains.

Currently, ICS's focus is reading and language arts instruction, identified by an in-depth analysis of SAT10 scores that revealed lagging growth in comprehension at all levels (particularly among students of color) and little to no growth for gifted students. To build instructional capacity and promote improvement in reading achievement, while simultaneously addressing the need to challenge all students, small group monthly sessions are tailored to the needs of various subject areas and grade levels. In middle school language arts classes, the on-site mentor partners with the teacher and models scaffolded instruction leading to greater student internalization of comprehension strategies.

Additional methods of development include team planning time built into the school day; teacher-modeled instructional methods at faculty meetings; and routine observations by administration in all classrooms with feedback and suggestions for improvement. To date, administrators have observed increased teacher modeling, higher levels of student engagement, and assessments incorporating application of skills. These improved instructional practices are further documented in portfolios required from each teacher annually, which include sample lessons and assessments as well as professional self-reflection.

On a broader scale, the Archdiocese requires all schools to map their curriculum through Atlas Curriculum Mapping and provides ongoing training both at the school and district levels. The mapping process requires teachers to link all instruction and assessments to Archdiocesan standards and Course of Study, while enabling faculty and administrators to generate reports on curriculum alignment, gaps and redundancies, differentiated instruction and assessment methods, and needed adjustments.

## **7. School Leadership**

ICS is under the authority of the Archdiocese of Baltimore which delegates responsibility to the parish pastor to oversee administration of the school, and a school board serves him in an advisory capacity. Additionally, the Archdiocesan Department of Catholic Schools sets curriculum standards, human resource policies, strategic planning guidelines, teacher certification policies, and standardized testing requirements.

The principal works in conjunction with the pastor, superintendent of schools, school board, assistant principal, and Home School Association to oversee all aspects of school operation including but not limited to instruction, achievement, spirituality, finance, enrollment, and facilities. As a readily accessible school leader, the principal is able to address and balance concerns of parents, teachers, and students with an understanding of how specific policies are necessary for student safety and achievement.

The principal of ICS has built a solid, competent leadership team comprised of an assistant principal, on-site teacher mentor, guidance counselor, marketing director, and various faculty leaders. These individuals work collaboratively to oversee grade-level teams, the STREAM program, curriculum mapping, accommodations for students with special needs, and standardized testing. The assistant principal works directly with the faculty to analyze school needs, implement programs, evaluate teaching of standards, and extend instruction. All leadership team members combine their strengths to communicate and collaborate with the entire learning community. An electronic weekly communiqué insures transparency of policy decisions, curriculum developments, resources, and school events for all community stakeholders. Connect Five, an immediate response system, is used to immediately communicate urgent messages to the entire school community via e-mail and phone messages.

ICS leadership recognizes the direct relationship between student achievement and quality of instruction, and therefore considers attracting and retaining highly qualified teachers a priority. Faced with the inability to offer competitive remuneration, equally important intangibles are offered. Teachers are encouraged to step into leadership roles, and are recognized for their achievements and contributions. Opportunities are provided to collaborate within and across grade levels, observe colleagues, and participate in ongoing professional development (both on and off-campus). Additionally, with support from the parish finance committee, funding to teachers for continuing education has increased by approximately 400 percent since 2010. By encouraging a culture that values and respects the knowledge, abilities, risks, and achievements of its staff members, ICS has assembled a talented and dedicated group of teachers and support staff responsible for the demonstrated gains in student achievement.

## 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	\$6920
1	\$6920
2	\$6920
3	\$6920
4	\$6920
5	\$6920
6	\$6920
7	\$6920
8	\$6920
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$6561  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$245
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      4%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      9%

## PART VII - ASSESSMENT RESULTS

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2003</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	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	642	643	653	627	626
Number of students tested	58	61	73	67	61
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	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Other 2</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Other 3</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

#### NOTES:

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2003</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	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	680	682	673	654	650
Number of students tested	60	70	65	66	55
Percent of total students tested	100	100	100	98.5	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	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Other 2</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Other 3</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:** In 2009-2010, a small percentage of students received administrative adjustments and are not reflected in the group report score. Therefore, the percent of total students tested was 98.5%.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2003</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	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	688	693	674	666	663
Number of students tested	69	70	67	54	58
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	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Other 2</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Other 3</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2003</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	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	731	711	695	681	691
Number of students tested	47	52	28	38	43
Percent of total students tested	93	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	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Other 2</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Other 3</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:** In 2012-2013, a small percentage of students received administrative adjustments and are not reflected in the group report score. Therefore, the percent of total students tested was 93%.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2003</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	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	727	731	727	713	703
Number of students tested	46	27	33	39	42
Percent of total students tested	94	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	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Other 2</b>					
Average Score	0	0	0	0	
Number of students tested	0	0	0	0	0
<b>3. Other 3</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:** In 2012-2013, a small percentage of students received administrative adjustments and are not reflected in the group report score. Therefore, the percent of total students tested was 94%.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford Achievement Test</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2003</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	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	738	727	735	710	722
Number of students tested	23	38	39	36	40
Percent of total students tested	96	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	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Other 2</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Other 3</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:** In 2012-2013, a small percentage of students received administrative adjustments and are not reflected in the group report score. Therefore, the percent of total students tested was 96%.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2003</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	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	651	649	653	645	652
Number of students tested	58	61	73	67	61
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	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Other 2</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Other 3</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2003</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	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	666	666	672	672	669
Number of students tested	60	70	65	67	55
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	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Other 2</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Other 3</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2003</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	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	679	686	682	683	681
Number of students tested	69	70	67	54	58
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	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Other 2</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Other 3</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2003</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	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	710	696	702	693	696
Number of students tested	47	52	28	37	43
Percent of total students tested	93	100	100	97.4	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	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Other 2</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Other 3</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:** In 2009-2010 and 2012-2013, a small percentage of students received administrative adjustments and are not reflected in the group report score. Therefore, the percent of total students tested in 2009-2010 was 97.4% and in 2012-2013 was 93%.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2003</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	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	709	709	701	710	698
Number of students tested	46	27	33	39	42
Percent of total students tested	94	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	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Other 2</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Other 3</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:** In 2012-2013, a small percentage of students received administrative adjustments and are not reflected in the group report score. Therefore, the percent of total students tested was 94%.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford Achievement Test</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2003</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	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	716	709	717	707	717
Number of students tested	23	38	39	36	40
Percent of total students tested	96	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	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>2. Other 2</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Other 3</b>					
Average Score	0	0	0	0	0
Number of students tested	0	0	0	0	0

**NOTES:** In 2012-2013, a small percentage of students received administrative adjustments and are not reflected in the group report score. Therefore, the percent of total students tested was 96%.