

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

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

Name of Principal Mrs. Janet Marie Schrom

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

Official School Name Saint Pius X Regional School

(As it should appear in the official records)

School Mailing Address 14710 Annapolis Road

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

City Bowie State MD Zip Code+4 (9 digits total) 20715-1813

County Prince George's

Telephone (301) 262-0203 Fax (301) 805-8875

Web site/URL http://www.stpiusbowie.org E-mail jschrom@stpiusbowie.org

Twitter Handle https://twitter.com/spxschool Facebook Page http://www.facebook.com/stpiusbowie Google+ \_\_\_\_\_

YouTube/URL http://www.youtube.com/channel/UC  
Pw3nVho-4jF5LweQ282\_eg/feed Blog http://stpiusbowie.blogspot.com 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, to the best of my knowledge, that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. William Ryan E-mail ryanw@adw.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Washington Tel. (301) 853-4508

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

\_\_\_\_\_ Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Patricia Reimer

(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, to the best of my knowledge, that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

## Part I – Eligibility Certification

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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 and National Blue Ribbon Schools requirements, are 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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

**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 students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	10	24
K	29	19	48
1	21	25	46
2	27	18	45
3	21	32	53
4	26	29	55
5	28	36	64
6	31	35	66
7	36	33	69
8	43	40	83
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	276	277	553

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 6 % Asian
  - 41 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 44 % White
  - 5 % 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 3%

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, 2014 until the end of the 2014-2015 school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1, 2014	577
(5) Total transferred students in row (3) divided by total students in row (4)	0.031
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 2%  
12 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
French, Vietnamese, Chinese, Ibo, Spanish, Amharic, Tribal/African

7. Students eligible for free/reduced-priced meals: 5%  
 Total number students who qualify: 28

8. Students receiving special education services:  $\frac{1}{6}$  %  
6 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 conditions. It is possible that students may be classified in more than one condition.

- |                                |  |
|--------------------------------|--|
| <u>3</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>5</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>8</u> Specific Learning Disability          |
| <u>7</u> Emotional Disturbance | <u>11</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>3</u> Developmentally Delayed               |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 13:1

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

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	97%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<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

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

15. In a couple of sentences, provide the school’s mission or vision statement.

St. Pius X Regional School strives to be grounded in the spirit of Gospel values and to be knowledgeable in an ever-changing educational society. We seek to support the diversity of student needs and learning styles, while nourishing the spiritual, intellectual, and emotional growth of our students.

## PART III – SUMMARY

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St. Pius X Regional School (SPX) is an outstanding example of how an established traditional Catholic school can adapt to changing times and excel in providing an academically rich education to students with the support of talented certified professional educators, administrators, and engaged family and community partners. The school, which opened in 1963, provides an exceptional, co-educational program for students in Pre-K through eighth grade. The school is thriving and learning takes place tailored to the curriculum as set forth by the Archdiocese of Washington using the latest technology and best practices and strategies in education today. As a regional Catholic school, SPX differs from the traditional parochial school model in that the school serves students from 4 different parishes in the city of Bowie. The Principal reports directly to the Pastor of St. Pius X Parish who is designated as the canonical administrator of the school. The Pastor and the Principal share the same vision for the school. While some schools have been challenged with declining enrollment, St. Pius X Regional School has been fortunate over the past years to have a healthy pool of applicants for all grade levels.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

The curriculum at SPX provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, critical thinking and life skills. The curriculum is aligned with the academic standards of the Archdiocese of Washington (ADW), which meet and exceed national common core standards. These standards drive the curriculum, which is traditional, sequential, research-based, and rooted in a strong Catholic identity. Teachers carefully plan lessons to facilitate learning and mastery of the standards, using selected textbooks and curriculum series to guide instruction with well-researched, best pedagogical practices. Scantron testing provides quantitative data demonstrating need and mastery pertaining to the math and reading standards. Opportunities for remediation and enrichment are provided as needed. Resource teachers, lead teachers, and small group teachers are instrumental in improving the skills of students performing below and above grade level.

Grades K-5 use Treasures, a basal reading program. Reading instruction focuses on developing foundational skills such as phonemic awareness, decoding, comprehension strategies, fluency, vocabulary development, writing and exposure to various print materials. Through the use of leveled readers, teachers are able to incorporate a variety of materials to help students reach their potential. Individual learning needs are met through flexible small group instruction, differentiating instruction, and assessments.

In the Middle School, instruction is delivered through Pearson, The Language of Literature, and Interactive Reader as well as selected novels. Students read authentic works by a variety of authors to identify elements of literature, analyze text structure, evaluate characters, strengthen vocabulary, promote critical thinking skills, and develop a variety of writing skills. Learning needs are met through differentiated instructional models and assessments, as well as through technology. Teachers incorporate word studies, background knowledge, and graphic organizers to ensure accessibility of text and materials. There is collaboration on writing implementation across the curriculum. Students in the 8th grade access the Pearson text on i-Pads.

Foundational math skills are taught in Grades K-5 using the Math Connects series. Skills including number sense, operations, fact fluency, measurement, and geometry are acquired through class instruction and guided practice. Skills are scaffolded and introduced in whole group setting and enhanced through the use of manipulatives and technology. Standards-based curriculum Progress in Mathematics is the middle school math textbook series, emphasizing in-depth instruction in fundamental mathematical concepts, the development of higher-order thinking skills, fluency with math vocabulary, procedural fluency, and problem solving skills. The series moves from concrete, to pictorial, to abstract understanding of concepts, finishing with pre-algebra or algebra in 8th grade. Split math groups allow for smaller class sizes and more opportunity for students to reach their academic potential. Math, Lab, math websites such as Khan Academy, peer tutors, and teacher led help sessions raise student performance.

The Science curriculum examines life, earth, and physical science. Learning is an active process in which weekly experiments in the science lab help bring science to life in order for students to learn to think critically. Students in K-3 learn about science through observation, prediction and exploration. The formal study of earth science, life science and physical science is enhanced in grades 4-8. Students in grades 5-8 use the Fusion textbook series to augment their lab experiences. Students use writing skills to state a hypothesis, complete data documentation, and communicate their ideas to others.

Social Studies in primary grades covers topics such as special helpers, neighborhoods and communities. Scholastic News weekly magazine is used to keep students informed on important news and current events in our world. The primary focus in grade 4 is on the study of Maryland including its counties, government, geography and history. Students visit historical landmarks in the state capital and complete many projects and activities to enhance learning and meet individual needs. 5th grade students study the birth, history, government structure, and geography of the United States. Middle school social studies classes are differentiated based on student's prior knowledge demonstrated on pretests. Instruction and activities are designed to give all students the ability to master social studies standards, but individualized to meet

different skills and knowledge bases. All students use i-Pads for extension activities and research. 8th grade students are part of the 1 to 1 i-Pad Program. I-Pads are used daily for class, homework and research.

SPX has a Pre-K program that emphasizes experiential learning and socialization. The core curriculum areas are language arts, math, and religion. It is an academic based, well-structured program, designed to not only meet the standards set by the Archdiocese of Washington but to exceed them. The Little Treasures and Math Connects series are used to supplement the language arts and math curriculum. In addition, the students attend weekly classes in library, science lab, computer lab, art, music and physical education. Students use i-Pads daily as a tool to enhance their learning across the curriculum. The students in this program are very well- prepared for Kindergarten.

## **2. Other Curriculum Areas:**

SPX offers students a wide variety of other curriculum areas in order to enhance their education. Students in grades Pre-Kindergarten through eight participate in art, physical education, computer, library, and music at least once a week. Spanish instruction begins in the third grade. Each year, the school plans to expand the Spanish instruction to the lower grades curriculum, one grade at a time.

The art department offers a rich curriculum based on the standards of the Archdiocese of Washington. Students use a vast array of mediums from chalk pastels to printmaking to explore their creativity. Incorporating artists, art movements, and technology, students are immersed in the art world. Students are involved in art contests, and exhibit artwork at the Bowie City Hall for a reception with the Mayor.

Physical education is a vital addition to our curriculum in that it allows students to be exposed to physical activities and sports which they might not normally experience. The students play games where they learn the fundamentals and rules of a variety of games, to include versions of football, softball, kickball, volleyball, hockey, track, and tag games. Middle school students are given calendars to track physical activities outside of school.

The computer lab exists to support and enhance learning that takes place in the regular classroom. While in the lab, students have access to the internet to practice research skills, using school approved websites to do so. Younger students also have access to the internet and often spend time building on their math and reading skills utilizing age-appropriate websites that address the concepts within the standards that students are being taught. Students receive instruction on digital citizenship, learning what it means to be an effective digital citizen and how they can practice being safe while navigating the internet outside of school. Eighth grade students participate in a one-to-one i-Pad take home program so that they may access many of their textbooks and ancillary materials using technology. Additionally, our school has two mobile i-Pad carts to enhance instruction using a variety of educational apps for all grades to use.

A primary goal of the library is to develop students who can independently identify needed resources and effectively interpret and use the sources. Curriculum for each grade varies, but always includes aspect of how to properly use available resources, retrieve information, and utilize and interpret resources, both print sources and subscribed databases. The library provides students with an enriched library environment which contains a variety of materials to aid students in acquiring skills needed to take full advantage of resources and to foster a lifelong habit of reading. Collaboration with teachers and providing student support is an integral part of the success of the library program.

All the students at SPX have music class, with the lower grades attending twice a week, and middle school once a week. During this time, the students are taught the rudiments of music, and have opportunities to sing and play percussion instruments. In addition, each lower grade puts on an annual musical. As a Catholic school, worship is a major component in our community life. The Liturgical Choir learns to lead the singing at our regular masses and their participation has made our masses true community events. Students who serve on the Liturgical committee plan and execute the various tasks involved in all school masses.

Spanish instruction begins in third grade, meeting two times per week and increasing to three times a week in fourth grade. Fifth and sixth grade take Spanish 1 every day, and seventh and eighth grade continue to

Spanish II with every day instruction. Spanish class helps the students acquire essential skills through a presentation of the subject using a 5 C's approach: communication, cultures, connections, comparisons and communities. The books and workbooks, plus supplemental materials used, are in Spanish. English is used to explain information and translate. Songs are used to aid in long-term vocabulary acquisition and cultural understanding.

### **3. Instructional Methods and Interventions:**

Highly qualified and Maryland State certified, the SPX faculty employ a variety of instructional methods and strategies to reach and teach students of all ability levels. Explicit instruction, differentiated lessons, Tiered Instructional Process (RTI), modeling, problem-based learning, cooperative learning groups, role playing, class discussions, Total Physical Response (TPR), and technology-based support are all incorporated in the delivery of a core curriculum that is aligned with regional and national academic standards.

Over the past seven years, technology integration in the classroom and tiered instruction has been the focus of our expanding services to the students. All grade levels use i-Pads to support student learning with educational websites, game applications such as Show Me, Kahoot, IXL, Showbie, and Moby Max. Families are able to access these websites from home to supplement homework. Microsoft programs are used to create documents and PowerPoints for cross-curricular projects. Classrooms are equipped with LED projectors and laptop computers for the teachers, enabling dual modality, visual and auditory, presentation of instructional content and access to supplementary teaching materials through the Internet. St. Pius X has implemented a one-to-one i-Pad program for the 8th grade students who use i-Pads daily with online textbooks and assignments that are submitted electronically. Teachers throughout the lower school and middle school receive professional development in the applications of technology for teaching and frequently develop lessons that support or assess learning using our two mobile classroom technology carts, equipped with 40 i-Pads each.

Tiered instruction is an integral component of our classroom pedagogy. Small group teachers work with the lead teachers in grades PK – 5 to provide co-teaching, as well as remedial and individualized instruction for struggling students who need additional support with learning and behavior needs. Math and Reading are target subjects for small group instruction.

In the middle school, students are grouped by ability for math, based on Scantron scores and previous year performance, and for social studies, based on pretest results for each unit. Math lab and student academic support groups meet weekly to assist middle school students with learning differences, poor academic performance, or organizational challenges. St. Pius X has two full-time resource teachers and a school counselor to facilitate tiered instruction to students with more acute learning or emotional needs.

All teachers differentiate instruction, using research-based best practices, scaffolding, and Bloom's taxonomy. A Student Assessment Team meets quarterly with teachers to identify students in need of additional support, to develop intervention plans, and to evaluate the progress of students already receiving support. The SPX faculty is committed to high levels of student learning and achievement for all students.

### **4. Assessment for Instruction and Learning and Sharing Assessment Results:**

Formative and summative assessments happen continuously in the classrooms at SPX. Formative assessments can take the form of questioning, hand signals, observations, and exit tickets. Teachers use this data to check for understanding. Teachers measure learning by having students complete summative assessments.

Teachers collect tests, quizzes, papers, classwork, and homework to use in their daily grade books. Assignments are posted in advance in the classrooms and on our website. All summative assessments are given to not only obtain a score for each child, but to make sure students attained the information after instruction. Parents with students in grades 4-8 have online access to the teacher's grade book with the platform, EngradePro. Online, instant access allows parents to stay informed of their child's academic

progress. The school year is divided in four quarters, with progress reports sent home halfway through the quarter followed by quarterly report cards. Teachers maintain open communication with parents throughout the year via email, phone calls, and conferences.

Students are given a computer adaptive test, Scantron, three times a year. The tests are given in reading and mathematics. Tests are web based, so feedback is immediate. The test results are analyzed by the administration and teachers.

Parents are given their student report after the baseline and end of year testing periods. The scores are used to help determine student placement in courses and if a student requires extra support. Our Student Support Center (SSC) reviews all of the data and helps to differentiate instruction for students that need extra assistance or are found to be gifted. The graphs and data are shared with parents during a scheduled Home School Association meeting and during school tours.

The administration reviews test data to find trends in the curriculum. Teachers have been provided assistance in areas where scores were low in order to achieve growth. Administrators and teachers work together to discuss class and student goals while consulting recent student data. Teachers created a list of priority standards in both reading and mathematics. These priority standards were then shared with the faculty, so all teachers can implement the standards in their own curriculum.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

The philosophy at SPX is not to teach to a test and focus solely on assessments--both formal and informal--but to encourage student growth in all areas and provide a well-rounded education. In addition to the core academic curriculum, students also attend weekly technology, library, Spanish (grades 3-8), art, music, and physical education classes. Students are involved in many grade specific service projects, such as grade level partners, Student Government Association, Blanket Angels, and outreach programs that help build their understanding of giving to and helping other people in our school and local community.

While SPX is respected for its outstanding academic achievements, they are only able to be accomplished through the strong Catholic values that our faculty exhibits and teaches everyday under the direction of the Pastor of St. Pius X Church. While approximately 80% of our students are Catholic, the non Catholic student also has a strong Christian belief system. Our school parents have instilled an excellent Catholic moral and religious foundation which serves as a strong base for our students to be good students and citizens.

The mission of SPX is "to teach what we believe and to live what we teach." We believe our identity as a Catholic school demands that we nourish the spiritual, intellectual, physical, social and emotional growth of our students. To meet this demand the regional pastors, administrators, faculty and parents cooperate in committing themselves to defined standards. Standards in place, all stakeholders follow up with frequently repeated evaluations of levels of student mastery of the standards, and teacher success in increasing student achievement.

Leadership and staff foster a culture consistent with the school's purpose and direction. Our teachers and staff are celebrated throughout the year on their birthdays. Special faculty lunches are held for them throughout the year. All new teachers are assigned a mentor teacher to help guide them in their first years as a faculty member. Financial help is available for teachers to continue their education. Collaboration has been established through the development of a Faculty Council. Each group of teachers is represented by a member on the council. Teachers and staff concerns and suggestions are listened to by the administration. A faculty member serves on the School Advisory Board.

### 2. Engaging Families and Community:

One of the significant changes over the last several years was to fully and more formally engage all stakeholders at SPX through the School Initiative Task Force (SITF) process. The SITF involved multiple surveys of all stakeholders--parents, faculty, administrators, pastors and others--to identify the strengths of our school, discover areas in which there could be improvement or change, and develop a plan--both short-term and long-term goals--to implement and track our progress. This task force brought a close school community even closer.

Communication is the critical bridge between school, students, and their families and is necessary for success. SPX created its own mobile application which provides a variety of data including homework assignments, online grading system, testing dates, school calendar, newsletters, blogs, and photos/videos of our school. The school launched a Facebook page, has a Twitter account, and created additional news releases in addition to the weekly School News Notes. There is now a St. Pius Praise blog and an updated and user-friendly school website.

The communication enhancements at SPX continue as we instituted a forum for direct, in-person parent/school communication with the addition of grade specific Principal Coffees held 4 times each year. These are very valuable face-to-face conversations in an open and informal environment so that all stakeholders can continue to help improve student and school performance and address any issues that come up.

Parents are given many opportunities to be involved at school. A social committee was formed to help the school families to enjoy many family events throughout the school year and to help build community among the parents and children.

SPX has a very active and involved School Advisory Board and Home and School Association. The School Advisory Board is a group of volunteer parents who work to generate recommendations for school improvement. The Home and School Association is a partnership between all parents, faculty members, and stakeholders to gather and share information to support the success of the school. They both work very closely with the administration of the school to ensure academic excellence, financial support, and social goals that will continue the success of the school and its' community. The Home and School Association generates additional funds through fund raisers and special events. Parents remain strong supporters of the school as shown by their high participation in both fund raising and volunteer activities.

### **3. Professional Development:**

Teachers at SPX are certified and keep abreast of new ideas by taking workshops and re-certification classes. The administration provides expert guest speakers at both faculty meetings and professional development days. The administration is constantly observing and evaluating the faculty in their support of the improvement of instructional practices and student learning. Besides the end of the year formal observation, which includes a meeting with the teacher and observing administrator to discuss the evaluation and ways to improve instruction, administrators also use weekly lesson plan checks as an opportunity for informal observation and feedback. The administration is also very proactive in their support of continuing education and maintenance of certification by making available to staff such resources as the Summer Institute courses and various Title I workshops.

Another way the teachers improve instruction and learning is with their participation in collaborative learning communities. Teachers convene often in agenda-driven meetings to discuss standardized test results and other curricular matters. Teachers use benchmark assessments to note which material has not yet been mastered and to target students who will require further instruction in those core standards in which the SIP score is below the acceptable level for that particular test.

The faculty receives ongoing training in the development, use, and analysis of comprehensive assessment tools including the Scantron Performance Series Online Testing. Professional development days have been set aside to allow for instruction in the interpretation of standardized testing results and associated assessment resources. Collaborative meetings are held by grade level and subject so that teachers can review data, determine strengths and weaknesses, and plan for appropriate remediation, on-level instruction, and enrichment. Teachers, support staff, and the administration have been working to improve the overall quality of education for all students through the collaborative meetings.

The principal also relies on a Faculty Council which meets monthly to maintain an open line of communication with teachers regarding all aspects of school functions. During these meetings, teacher concerns are addressed and data is given to the members to return to the teachers.

### **4. School Leadership:**

The Principal reports directly to the Pastor of St. Pius X Parish who is designated as the canonical administrator of the school. In addition, SPX must be attentive to the expectations of the Archdiocese of Washington as well as to the policies and procedures of the Catholic Schools Office, especially in the areas of financial management, curriculum, and assessment. Tuition and fundraising continue to be the main sources of school revenue. The Administrative team in consultation with the School Board establishes policies and support practices that ensure effective administration of the school. Policies for effective administration are clearly stated in policy and procedure manuals. School administrators receive training and policies clearly state the duties and responsibilities of administrators. Meetings with the pastor and school administrator(s) occur regularly. The Pastor and the principal share a vision for the school.

Leadership and staff foster a culture consistent with the school's purpose and direction. Collaboration exists

among administrators, staff, and other stakeholders through consultation, shared responsibilities and feedback. School leaders seek input from all stakeholders and decisions are consistent with promoting academic excellence. Opportunities are available for parents, administrators, staff, and students to foster a sense of community.

The Principal and Vice Principal work together to make joint decisions that will support academic success at SPX. Both Principal and Vice Principal are experienced, dedicated and hard working administrators that have the same goals for the school and its' students. Their leadership styles are collaborative and many school decisions are made with faculty and staff participation. The school has a positive and friendly environment due to the leadership styles of the Principal and Vice Principal.

## PART VI \* INDICATORS OF ACADEMIC SUCESS

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All students at SPX participate in a social-emotional curriculum called Second Step. The program is an empirically based curriculum designed to increase school success and decrease problem behaviors by promoting social-emotional competence and self-regulation. Second Step also promotes school connectedness as well as a safe and respectful climate. The program aims to prevent anti-social behavior, peer rejection, low academic achievement and impulsivity.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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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       No

3. What is the educational cost per student?      \$8305  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$248

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      3%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      2%

**PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Scantron Performance Series</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Scantron Corporation</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	May
<b>SCHOOL SCORES</b>	
Average Score	71
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Black/African American</b>	
Average Score	63
Number of students tested	22
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** All students were present and tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Scantron Performance Series</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Scantron Corporation</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	May
<b>SCHOOL SCORES</b>	
Average Score	72
Number of students tested	61
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Black/African American</b>	
Average Score	63
Number of students tested	20
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** All students were present and tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Scantron Performance Series</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Scantron Corporation</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	May
<b>SCHOOL SCORES</b>	
Average Score	69
Number of students tested	62
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Black/African American</b>	
Average Score	64
Number of students tested	18
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** All students were present and tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Scantron Performance Series</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Scantron Corporation</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	May
<b>SCHOOL SCORES</b>	
Average Score	71
Number of students tested	67
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Black/African American</b>	
Average Score	62
Number of students tested	25
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** All students were present and tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Scantron Performance Series</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Scantron Corporation</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	May
<b>SCHOOL SCORES</b>	
Average Score	84
Number of students tested	83
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Black/African American</b>	
Average Score	71
Number of students tested	28
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** All students were present and tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Scantron Performance Series</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Scantron Corporation</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	May
<b>SCHOOL SCORES</b>	
Average Score	77
Number of students tested	85
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Black/African American</b>	
Average Score	67
Number of students tested	22
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** All students were present and tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Scantron Performance Series</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Scantron Corporation</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	May
<b>SCHOOL SCORES</b>	
Average Score	72
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Black/African American</b>	
Average Score	71
Number of students tested	22
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** All students were present and tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Scantron Performance Series</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Scantron Corporation</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	May
<b>SCHOOL SCORES</b>	
Average Score	72
Number of students tested	61
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Black/African American</b>	
Average Score	68
Number of students tested	20
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** All students were present and tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Scantron Performance Series</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Scantron Corporation</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

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Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Black/African American</b>	
Average Score	72
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<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** All students were present and tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Scantron Performance Series</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Scantron Corporation</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

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<b>1. Black/African American</b>	
Average Score	64
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<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** All students were present and tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Scantron Performance Series</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Scantron Corporation</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

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<b>SCHOOL SCORES</b>	
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<b>SUBGROUP SCORES</b>	
<b>1. Black/African American</b>	
Average Score	64
Number of students tested	28
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** All students were present and tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Scantron Performance Series</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>Scantron Corporation</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

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<b>SUBGROUP SCORES</b>	
<b>1. Black/African American</b>	
Average Score	68
Number of students tested	22
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** All students were present and tested.