

U.S. Department of Education
2017 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. Patricia Ann McDermott

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

Official School Name St. Mary Catholic School

(As it should appear in the official records)

School Mailing Address 218 W. Washington Street

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

City Hagerstown State MD Zip Code+4 (9 digits total) 21740-4712

County Washington

Telephone (301) 733-1184 Fax (301) 745-4997

Web site/URL http://stmarycatholicschool.org E-mail pmcdermott@stmarycatholicschool.org

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*Dr. Barbara Edmondson E-mail barbara.edmondson@archbalt.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Baltimore Tel. (410) 547-5387

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 Jones
(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

1. 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. 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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as “persistently dangerous” within the last two years.
9. 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.
10. 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.
11. 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.
12. 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

Data should be provided for the most recent school year (2016-2017) 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, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	3	6	9
K	11	14	25
1	12	10	22
2	4	19	23
3	8	9	17
4	10	11	21
5	10	10	20
6	10	18	28
7	14	10	24
8	16	11	27
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	98	118	216

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 4 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 76 % White
 - 8 % 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 2015 – 2016 school year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2015	205
(5) Total transferred students in row (3) divided by total students in row (4)	0.015
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 13 %
 Total number students who qualify: 26

8. Students receiving special education services: 2 %
4 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>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	11
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	4
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 20:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	87%	94%	97%	97%	96%
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 2016.

Post-Secondary Status	
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.

SMCS empowers children in their faith journey and promotes academic excellence and life-long service inspired by the Gospel of Jesus Christ in a nurturing community.

PART III – SUMMARY

Saint Mary Catholic School (SMCS) is a pre-kindergarten through eighth grade Archdiocese of Baltimore Catholic school located in the city of Hagerstown in Western Maryland. Washington County is bordered by Pennsylvania, the Potomac River, northern Virginia, and West Virginia. Hagerstown is approximately sixty miles west of Baltimore.

For over 140 years, SMCS has been a parish school and the only Catholic elementary/middle school in Washington County. The school was originally opened in 1874 by the Sisters of St. Joseph until the School Sisters of Notre Dame arrived in 1885. Students of all faiths have always been welcome, providing experiences in tolerance, respect, and evangelization. Two School Sisters of Notre Dame still reside on campus and participate in the life of the school. Renovations and cosmetic changes occur, but SMCS remains steadfast in its commitment to offering a high-quality, faith-based education. SMCS meets the requirements established by the AdvancED Accreditation Commission and Board of Trustees and is accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

There are two hundred sixteen students in pre-kindergarten through eighth grade. The student body is comprised of eighty-two percent Catholic students, drawing from the local parishes of Washington County as well as Catholic students from Frederick County (Maryland), Pennsylvania, and West Virginia. Eighty-six percent of the total number of students reside in Washington County. Many students are second- or third-generation SMCS families.

SMCS staff includes the principal, office personnel, classroom teachers, aides, and special-area teachers of art, music, physical education, library, computer, and Spanish. The instructional staff meets the archdiocesan and state requirements for academic preparation and certification. SMCS has a long-tenured faculty with a vested interest in the school. Several members are SMCS graduates. Many have or have had children in the school.

SMCS embodies its mission, Saint Mary Catholic School empowers children in their faith journey and promotes academic excellence and life-long service inspired by the Gospel of Jesus Christ in a nurturing community, in all programs and expectations. Faith, academics, service, family, traditions, and technology are hallmarks of SMCS. Prayer is an integral part of each day. All grades participate in daily religion classes and attend school liturgies celebrated throughout the year. In addition to empowering children with strong faith formation, students learn the importance of helping others. The student council plans monthly service activities, including out-of-uniform days to raise money for local charities, canned food drives to stock the local food bank, and a read-a-thon to raise funds to purchase gifts, food, and clothing for families SMCS classes adopt at Christmas time through the Salvation Army. National Junior Honor Society members also perform service, such as wrapping Christmas gifts at the mall in support of the American Red Cross.

SMCS is committed to promoting academic excellence in its students. The goal of academic excellence, supported by the collaborative effort of teachers, instills the love of learning and creates lifelong learners. SMCS challenges students academically with a structured, well-rounded course of study and provides a technology-rich environment for students to develop skills in collaboration, digital literacy, critical thinking, and problem-solving. There are SMART Boards in all classrooms, a one-to-one computing system in the middle school, a mobile lab for elementary grades, touchscreen computers in the lab, and 3-D printers to engage students in learning. Students are challenged to create multimedia projects in all curricular areas. Professional development provides teachers necessary support to engage students in twenty-first century learning.

Many SMCS annual traditions build community and foster a nurturing environment. The Home and School Association (HSA) works with the administration, faculty, and staff to plan events throughout the year that provide opportunities for all members of the school community to promote and enjoy fellowship.

SMCS strives to create and foster partnerships within the community that lead to special programs. Its

downtown location makes walking field trips convenient to several local points of interest, including City Park and historic Jonathan Hager House, the Washington County Free Library, the Washington County Museum of Fine Arts, the Discovery Station children's museum, and the Maryland Theater and Maryland Symphony youth concerts. SMCS benefits from a partnership with Hagerstown Community College (HCC) that includes a STEM Day for middle school students and professional development opportunities for teachers.

SMCS is dedicated to creating a respectful and safe learning environment that develops individual academic achievement and supports social and emotional growth. Since becoming a Positive Behavioral Interventions and Supports (PBIS) school and launching the SMCS Keys for Success, SMCS received Bronze Recognition its first two years, 2014 and 2015, and received Silver Recognition for 2016. Keeping with its Catholic identity, students model being kind and gentle, being respectful, and being responsible just like Jesus. By understanding the expectations and celebrating successes, a positive and welcoming culture is maintained that fosters academic success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum for SMCS is prescribed by the Archdiocese of Baltimore, aligned with National Standards, rooted in Catholic values, and complies with the Maryland State Department of Education regulations for non-public schools. Curriculum and instruction include opportunities for civic learning and student engagement that advances academic achievement and prepares students with the knowledge, understanding, and skills necessary for success in high school, college, and their careers.

The English Language Arts (ELA) curriculum integrates reading, writing, listening and speaking, and language. Fostering strong readers begins in primary grades with an emphasis on phonics, sight vocabulary, fluency, and comprehension through the use of songs, movement, manipulatives, SMART Board activities, fiction and nonfiction selections, and technology. Intermediate students read a variety of literature and informational texts ranging in complexity. Comprehension moves from a literal understanding to making inferences and analyzing the text more deeply through leveled readers and novel studies. Middle school students study different genres, including classic and contemporary literature, historical fiction, and narrative nonfiction. Works of historical and cultural literature strengthen their studies in science and social studies.

The development of writing skills begins early and continues through middle school as students progress through the stages of the writing process learning proper mechanics, including correct grammar and usage that is grade appropriate. Students learn to write clear, coherent, and focused essays, exhibiting awareness to audience and purpose. Culminating work in eighth grade is a research paper in MLA format. Through individual and cooperative learning activities, students gain practice in planning, creating, and delivering oral presentations that showcase communication skills.

The mathematics curriculum develops an understanding of counting and cardinality, operations and algebraic thinking, number and operations, fractions, probability and statistics, measurement and data, and geometry. Critical thinking and problem-solving strategies are emphasized. Kindergarten through sixth grade uses the Saxon math series, offering a continual review of concepts with the introduction of each new lesson. Manipulatives, SMART activities, XL Math, Prodigy, cooperative learning, enrichment activities, and technology enhance learning. Pre-algebra is offered in seventh grade and algebra is offered in eighth grade to students who excel.

All grades experience science through hands-on learning about earth, life, and physical science concepts. Grade appropriate inquiries develop understanding and appreciation of the scientific method. Experiments challenge intellectual curiosity as students test their hypothesis and hone observation skills. Communication skills are reinforced through oral and written presentations of findings. SMCS has a state-of-the-art science lab conducive for scientific studies including dissections. As students learn about their world, they develop a better understanding of their responsibility to be good stewards of God's creation.

The social studies curriculum offers opportunities for students to gain an understanding of their place in the world and of their civic duties. Developing critical thinking skills prepares them to be productive citizens eager to find solutions for social and global issues. Primary grades introduce social studies through community helpers, general global knowledge, and how these ideas relate to students. Intermediate grades focus on United States history, its regions, and the state of Maryland. Middle schoolers analyze events of world and United States history, interpreting events of the past and applying lessons learned to present-day situations. A sense of civic responsibility is instilled by teaching concepts such as the electoral process, basics about U.S. government, and the Constitution and its amendments. Seventh graders learn principles of market-based economics and entrepreneurship through the Junior Achievement program.

SMCS provides robust learning opportunities for students in the skills which are taught and that stay with students. SMCS Keys for Success strive to develop students who are kind, respectful, and responsible. Science promotes curiosity and research skills. Math fosters strong problem-solving and critical thinking

skills. ELA produces students who are articulate, effective communicators who research, analyze, and interpret different types of media. Social studies and religion impart awareness of social justice and promote empathy and compassion. Through participation in patriotism essay contests, students reflect on personal experiences and grow in devotion to their country. An active student council generates an appreciation and understanding of the democratic system. Primary elections, speeches, and general elections are models for the real world. The importance of voting, holding office, and representing all of the students helps develop civic awareness.

SMCS offers a pre-kindergarten program for four year olds that follows the curriculum of the Archdiocese of Baltimore. Students are engaged in a positive and nurturing environment where learning takes place through hands-on and discovery activities. Through prayers, songs, stories, and crafts, children learn about the Catholic faith. Academics include reading and math readiness as well as science and social studies. Concepts are taught through song, movement, SMART Board activities, small and large groups, centers, gross motor time, art, and play. Teacher observations and informal assessments guide instruction to ensure kindergarten readiness as indicated on the Brigance Screening administered in May.

2. Other Curriculum Areas:

SMCS is fortunate to offer additional curriculum areas for students which complement its already strong core academic classes. Students receive instruction in religion, foreign language, arts, physical education, technology, and library media.

As a parochial school, religious instruction is an important focus. Students in all grades take part in daily religion lessons, receiving instruction in the sacraments, Church history, Old Testament, Gospels, Ten Commandments, social justice, Blessed Trinity, types of prayer, and vocations. Second grade students prepare for the sacraments of Reconciliation and First Eucharist, while eighth grade students prepare for Confirmation. Students and staff worship together at monthly First Friday Masses, prayer services, and Holy Days. Third through eighth graders participate in Lenten Stations of the Cross and twice-yearly Reconciliation.

Spanish is taught in grades three through eight on a once-weekly basis. SMCS is in compliance with the program's foreign language requirements. Grades three, four, and five meet for thirty minutes, while middle school students meet for forty-five minutes. Students work toward oral proficiency through songs, flash cards and games, and total physical response activities with movement. The curriculum covers fifteen vocabulary units and students are instructed on verbs and grammar for sentence building.

SMCS is proud to support arts programming in the form of general music, art class, and optional instrumental music (band). General music classes are once a week for kindergarten through fifth grade. The general music curriculum is focused largely on learning musical concepts through singing. Students work on listening and comprehension skills in learning their music, and work on rhythm and pitch through the use of physical movement. Math skills are also utilized in learning new rhythm concepts, and students are encouraged to recognize the overlap of these skills. Along with singing, students also learn about different instruments and are given the opportunity to play classroom instruments throughout the school year. Students in third through eighth grade may participate in school choir. Weekly art classes teach basic art principles through hands-on activities and projects for students in kindergarten through eighth grade. Additionally, students study art history and learn about a different artist each month. Student artwork is displayed at various times throughout the year at the Washington County Museum of Fine Arts, giving students a sense of pride and accomplishment as well as promoting community partnership. Instrumental band is an option for students in grades four through eight. Meeting one day a week for forty-five minute lessons, band allows students to extend their interest in music by performing on instruments. Students focus on goals that will help them to become well-rounded musicians, capable of performing alone or as part of a group.

All students at SMCS receive physical education instruction. Pre-Kindergarten through fifth grade attend once-weekly, forty-five minute classes, while middle school students meet twice weekly for forty-five minute classes. Pre-Kindergarten through second grade students participate in very basic activities stressing

the development of gross motor skills and overall fitness. Third through fifth grade students participate more in team sports and overall fitness. Middle school activities primarily involve team sports. As students get the basics in the intermediate level, they focus more on strategies and breaking down the games. Displaying good sportsmanship, as well as choosing an active and healthy lifestyle, is encouraged. SMCS participates annually in Jump Rope for Heart.

Kindergartners through eighth graders take computer/technology classes once a week. The AOB Technology Curriculum closely follows International Society for Technology in Education (ISTE) Standards for Students. The curriculum focuses on creating students who have twenty-first century technology skills and are able to apply those skills with the evolving technological landscape. Instruction is designed to be student-driven in the areas of digital citizenship, Catholic identity, research and information fluency, critical thinking, problem solving and decision making, and technology operations and concepts. Technology is also integrated throughout all curriculum areas and grade levels. Technology is not just a class but an instructional tool used by all to meet the needs of digital students.

Pre-Kindergarten through fifth grade students visit the media center weekly for library class, where they listen to read-aloud stories, discuss different genres, and gain an appreciation of reading and literature. Older students work on beginning research skills.

3. Instructional Methods, Interventions, and Assessments:

SMCS utilizes a variety of instructional methods, interventions, and assessments in order to meet the needs of all students. Classroom instruction is intentionally designed to engage and motivate students to be successful in reaching their full potential. Students are challenged but have the necessary supports to meet and exceed expectations.

Teachers employ many strategies, including small and large group instruction, cooperative learning, independent activities, direct instruction, discussion, student inquiry, manipulatives, cross-curricular activities, interactive activities, and technology integration. Differentiated instruction is accomplished through chunking information, organizing information into categories, note-taking, outlining, and highlighting main points. Study guides, graphic organizers, and using multiple modalities when processing information are also employed.

Differentiation and tiered instruction in English Language Arts enable teachers to meet students at their instructional level. Primary teachers incorporate strategies from the Daily Five to promote reading, writing, and independent learning. Middle school students take further ownership of their learning through working in cooperative groups. Writing skills are developed through utilizing the writing process and peer editing regularly throughout the year, culminating in an MLA style research project in eighth grade that prepares students for the rigor of high school.

Math at the preschool through elementary levels includes instruction through the use of manipulatives and exploration. Primary math classes benefit from the support of instructional assistants. Students in grades three through eight are divided into smaller groups based on standardized testing data, trimester grades, and teacher recommendation, allowing instruction to be geared toward students' developmental level. SMCS offers Title I tutoring in mathematics to identified groups of K-5 students who qualify. Middle school math teachers offer tutoring as needed. Teachers provide online activities to reteach or challenge their students.

The use of technology is evident across all levels through the use of SMART Boards for delivery of interactive lessons. The introduction of Google Classroom enables both teachers and students to expand their use of technology. Middle school students and teachers make daily use of iPads for instruction in all academic subject areas. Pre-Kindergarten through fifth grade students employ iPads for individualized instruction, extra practice of skills, and special projects. Teachers at all levels incorporate multimedia projects, allowing students to both utilize different presentation tools and increase student involvement in their own learning. Students are challenged to incorporate their research and communication skills into these presentations.

Curriculum, instruction, and assessment are monitored and adjusted in response to analyzing the results of standardized tests administered to students each spring. A team of teachers and the principal, working with a data specialist from the Archdiocese of Baltimore (AOB), identify strengths and areas of improvement for grade levels and individual students. This analysis is used in the development of academic goals for the school's continuous improvement plan as well as in assisting teachers in understanding the testing data and identifying teacher goals and action plans to improve student learning in reading, mathematics, and content areas. Time is allotted for teachers to communicate across grade levels and curricula areas to gain a broader picture and more in-depth understanding of student needs.

Following the protocols of the Archdiocese of Baltimore, SMCS administers the Assessment of Catholic Religious Education (ACRE) Exam to all eighth graders in October and to all fifth graders in February each year. The ACRE Exam measures students' knowledge about the Catholic faith, beliefs, behaviors, attitudes, and practices. Teachers use results to guide instruction.

Assessments used to systematically improve instruction and student learning include both formative and summative models. Teachers utilize informal methods such as exit/entrance tickets, pop quizzes, board work by students, thumbs up or down, student debate, and discussion. Technology-based measurements include the use of SMART Notebook tools (vortex), SMART response system (Jeopardy and other games), and iPads for apps such as Edmodo and Socrative and online interaction with Padlet and Kahoot quizzes. Formal assessments include benchmarks, comprehensive chapter tests, technology-based projects, collaborative research projects, oral presentations, character analysis essays, and social studies and science fair projects.

To maintain a high level of achievement, students are continually held to high standards. Continued use of best practices and utilizing new strategies and techniques through ongoing professional development allow SMCS to challenge students to work to their highest potential.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

SMCS prides itself in being a welcoming community. Faculty and staff greet students each morning with smiles and encouraging words. Students reciprocate with genuine enthusiasm. Parents and visitors overwhelmingly agree that SMCS students are happy and engaged in the learning environment.

The benchmark of success as a school is not measured in grades or percentages, but in the development of individuals ready to explore possibilities, extend themselves to others in doing the work of Christ, and to always rise to their potentials. Students are encouraged to participate in activities that offer different avenues for personal development and provide balance in their spiritual, intellectual, social, personal, and physical development. Activities include chorus, band, art club, cross country, student council, National Junior Honor Society (NJHS), basketball, Destination Imagination, spelling and geography bees, altar serving, and prayer groups. Student council and NJHS engage students in service projects benefitting the local community. Independent learning is fostered in and out of the classroom and strengthens the sense of community while nurturing lifelong friendships.

Recognized as a PBIS school of distinction, SMCS maintains a positive environment through the SMCS Keys for Success as expectations are clear and meeting those expectations are affirmed. Individual, class, and school-wide successes are celebrated. In addition to the positive learning environment, students have the unique opportunity to engage academically, spiritually, and socially with different grade levels. Middle school students pair with primary grade students to attend Mass, to pray, and to offer assistance in creating multimedia projects. Intermediate students partner with younger students to read stories and complete activities requiring multi-step directions. These interactions build strong bonds.

Participation in academic contests sponsored in the community provides another avenue to engage students. Students in grades three through eight participate annually in the American Legion Patriotism Essay Contest and historically win eight out of the nine places awarded locally. The Catholic Daughters and the Knights of Columbus Education Contests generate many SMCS entries.

Students are the main focus at SMCS, so much appreciation is directed toward its long-tenured faculty. The Archdiocese of Baltimore recognizes faculty and staff for significant years of service. Staff members are also recognized at school. The principal acknowledges teachers for using their talents in weekly staff memos and monthly newsletters. The HSA offers appreciation on behalf of families with luncheons and goodies. Parents continually acknowledge that their children are nurtured. Students show their appreciation with smiles and hugs.

2. Engaging Families and Community:

SMCS appreciates and relies on the support of its current families, alumni, and community members in assisting the school to stay true to its mission. A strong commitment to Catholic identity, academic excellence, and service to others are at the heart of all interactions at SMCS.

Recognized as the primary educators of their children, parents are invited and encouraged to partner with SMCS in all aspects of their children's spiritual and educational journey as well as to be active participants in the school community. From the beginning of the admission process, the partnership is cultivated. Shadow days, a new-family social, and Pastries with the Principal ease the transition by affording new families time with school leaders, faculty and staff, and parent ambassadors. These activities are in addition to events offered to all SMCS families. Activities such as our Thanksgiving luncheon, Christmas shows, Spaghetti Dinner, Family BINGO, Rummage Sales, Live and Silent Auction, and Catholic Schools Week celebrations (Pancake Breakfast, Dignitary Luncheon, Parent Visitation Day, Career Day, Talent Show, and Grandparent Day) provide opportunities to promote and enjoy fellowship.

The SMCS parent organization, the Home & School Association (HSA), prides itself in generating support

to assist the administration and staff in providing students with a faith-based education. Based on the belief that giving of oneself to others is one of the most fundamental concepts a student can learn and that it is one of the best lessons a Catholic School education can teach, parents lead by example through participating in the Many Hands Make Light Work Volunteer Program. By assisting in the cafeteria, on the playground, in the classroom, during special events, or by coaching sports, managing extracurricular activities, and chairing fundraisers, SMCS families volunteer over six thousand hours each year.

The faculty and staff foster a strong partnership with students and their families through open communication. Email, parent conferences, teacher webpages, parent access to teacher grade books, principal's newsletters, and HSA meetings keep parents engaged in the education of their children.

As part of the school's strategic plan, increased efforts have been made to engage the broader community in recognizing and supporting the benefits of Catholic education at SMCS. Greater outreach to the local parish communities and to alumni has increased attendance at school events and has offered continued financial support to the Annual Fund and to the creation of an Endowment Fund for tuition assistance.

3. Professional Development:

The principal and instructional staff meet archdiocesan and state requirements for academic preparation and certification to ensure their capacity to provide effective curriculum and instruction. Professional development is an essential component in the continuous improvement process at SMCS.

Based on school goals for continuous improvement, SMCS faculty participates in various professional development activities onsite such as make-and-take sessions utilizing interactive technology offered by a SMART Certified Lesson Developer and integrating Google Education, iPads, 3-D printing, and multimedia projects into their curriculum offered by an expert in Educational Technology. Through a partnership with Notre Dame of Maryland University, teachers have formed professional learning communities by grade level units and work monthly in-house with a consultant in small group instruction, reading strategies, and technology integration. Faculty meetings include time to collaborate and share best practices. Teachers are encouraged to observe strategies implemented in each other's classrooms.

The Archdiocese of Baltimore (AOB) designates professional days throughout the year that focus on innovations in education and on instructional strategies for implementing new curriculum. These days offer the opportunity to network with colleagues from other schools. The AOB provides the principal with professional development experiences to enhance her ability to serve as the instructional leader of the school. The principal and teachers are also afforded the opportunity to attend workshops offered through Washington County Public Schools centering on technology, early childhood development, differentiated instruction, working with children with learning differences, and content area subjects. The principal and teachers also pursue individual avenues to keep their certification current.

Teachers not only complete courses for Maryland State Department of Education certification, they participate in Equip for Ministry which is the process of Lay Ministry formation of the AOB. Required courses include studies in spiritual, human, intellectual, and pastoral formation. The principal attends a spiritual leadership summit annually. A retreat for faculty and staff enhances spiritual growth as well as fosters strong relationships.

As part of evaluating the impact of professional development on student achievement, impact data is gathered throughout the year. This data includes teacher self-assessments, student surveys, formal and informal observations, summative evaluations of teachers that include effectiveness of implementing new strategies with commendations of successes and recommendations for further growth. Through professional development teachers have been successful in integrating technology, developing new instructional strategies, accommodating learning differences, and maximizing instructional time.

4. School Leadership:

SMCS is a parish school in the Archdiocese of Baltimore. The pastor, the principal, the school board, the faculty and staff, and the HSA share in the responsibility of upholding the mission and vision of the school. All programs, policies, and decisions are reflective of the mission. Therefore, leadership requires a collaborative effort for school success.

The pastor of St. Mary Parish serves as the spiritual leader of the school. His presence is seen on a regular basis. The pastor shares the responsibility with the principal of leading morning prayer, the Pledge of Allegiance, and morning announcements. He presides over First Friday Masses and Holy Day Masses. The pastor arranges for students to participate in the sacrament of Reconciliation and Stations of the Cross. He attends school events and school board meetings. The pastor is responsive to the needs of the community.

The principal serves as the instructional leader of the school. She is responsible for ensuring academic excellence, operational vitality, high quality personnel, a vibrant Catholic Identity, and a safe learning environment. She is present at all meetings and reports directly to the pastor. The principal interacts with school board members, faculty and staff, HSA Executive members, parents, parishioners, and students.

The school board is comprised of eight St. Mary Parishioners who share their expertise in making recommendations to the pastor and principal regarding Catholic Identity, finance, technology, institutional advancement, community, and marketing. The school board meets monthly when school is in session. School board members are visible at school events and help with securing donations for the Annual Fund Campaign.

The faculty and staff collaborate with the principal during weekly staff meetings to ensure that all needs of the school are being discussed. With a small staff the principal is able to communicate with individuals on a regular basis. Many members of the teaching staff have taken on leadership roles utilizing their talents in order to support the mission of the school.

The HSA Executive board includes seven members elected by the parent community who meet monthly with the principal to plan programs and processes that engage the school families in spiritual, educational, outreach, social, legislative, public relations, service, and fundraising activities that further the mission of SMCS. The HSA fosters the bond between school and home.

The collaboration between the pastor, principal, school board, faculty and staff, and HSA is instrumental in fulfilling the mission of SMCS.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

St. Mary Catholic School's commitment to providing students with a technology-rich environment and to twenty-first century learning in promoting the use of and the production of multimedia is influential to the school's success. SMCS stakeholders recognize the importance of students developing into proficient users of technology who are able to incorporate text, graphics, video, and sound to convey information.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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? \$7596
(School budget divided by enrollment)

4. What is the average financial aid per student? \$545

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 7%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 37%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Stanford
Achievement Test-10th
Edition

Grade: 3

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	639
Number of students tested	22
Percent of total students tested	96
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: One third grade student was absent from school during testing.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Stanford
Achievement Test-10th
Edition

Grade: 4

Edition/Publication Year: 2007

Publisher: Pearson

**Scores are reported here
as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	672
Number of students tested	19
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Stanford
Achievement Test-10th
Edition

Grade: 5

Edition/Publication Year: 2007

Publisher: Pearson

**Scores are reported here
as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	677
Number of students tested	17
Percent of total students tested	89
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Two fifth grade students were absent from school during testing.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Stanford
Achievement Test-10th
Edition

Grade: 6

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	707
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Stanford
Achievement Test-10th
Edition

Grade: 7

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	721
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Stanford 10
Achievement Test-10th
Edition

Grade: 8

Edition/Publication Year: 2007

Publisher: Pearson

Scores are reported here
as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	707
Number of students tested	18
Percent of total students tested	95
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: One eighth grade student was absent from school during testing.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Stanford
Achievement Test-10th
Edition

Grade: 3

Edition/Publication Year: 2007

Publisher: Pearson

**Scores are reported here
as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	651
Number of students tested	21
Percent of total students tested	91
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Two third grade students were absent from school during testing.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Stanford
Achievement Test-10th
Edition

Grade: 4

Edition/Publication Year: 2007

Publisher: Pearson

**Scores are reported here
as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	668
Number of students tested	19
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Stanford
Achievement Test-10th
Edition

Grade: 5

Edition/Publication Year: 2007

Publisher: Pearson

**Scores are reported here
as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	682
Number of students tested	17
Percent of total students tested	89
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: Two fifth grade students were absent from school during testing.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Stanford
Achievement Test-10th
Edition

Grade: 6

Edition/Publication Year: 2007

Publisher: Pearson

**Scores are reported here
as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	697
Number of students tested	24
Percent of total students tested	96
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: One sixth grade student was absent from school during testing.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Stanford
Achievement Test-Tenth
Edition

Grade: 7

Edition/Publication Year: 2007

Publisher: Pearson

**Scores are reported here
as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	703
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Stanford
Achievement Test-10th
Edition

Grade: 8

Edition/Publication Year: 2007

Publisher: Pearson

**Scores are reported here
as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	706
Number of students tested	18
Percent of total students tested	95
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: One eighth grade student was absent from school during testing.