

U.S. Department of Education
2019 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 Ms. Karen L. Clay M.Ed.

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

Official School Name Saint Peter School, Capitol Hill

(As it should appear in the official records)

School Mailing Address 422 3rd Street SE

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

<u>Washington</u> City	<u>DC</u> State	<u>20003-1930</u> Zip Code+4 (9 digits total)
---------------------------	--------------------	--

County District Of Columbia

Telephone (202) 544-1618

Fax (202) 547-5101

Web site/URL <https://www.stpeterschooldc.org/>

E-mail kclay@stpeterschooldc.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*Mr. William Ryan III E-mail ryanw@adw.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Washington Tel. (301) 853-4500

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. Elizabeth Martin
(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

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
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

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 0 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
 - ☐ Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	10	11	21
K	14	10	24
1	9	15	24
2	11	13	24
3	11	13	24
4	14	12	26
5	12	13	25
6	13	12	25
7	12	14	26
8	8	16	24
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	114	129	243

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 12 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 7 % 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 2017 – 2018 school year: 2%

If the mobility rate is above 15%, please explain.

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, 2017 until the end of the 2017-2018 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2017	231
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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: 1%
 Total number students who qualify: 2

8. Students receiving special education services: 15 %
37 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>1</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>19</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>4</u> Visual Impairment Including Blindness

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:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	11
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 24:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	96%	96%	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 2018.

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 X No

If yes, select the year in which your school received the award. 2013

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

St. Peter School is a Catholic elementary and middle school committed to providing an education founded on love of God and service to others, characterized by Catholic values and academic excellence and dedicated to addressing each child's unique talents and abilities.

PART III – SUMMARY

For 150 years, St. Peter School has been providing an education characterized by Catholic values and academic excellence to children on Capitol Hill. The school was founded in 1868 by Sisters of the Holy Cross from Notre Dame, Indiana, who prided themselves on “determination, persistence, and a respect for tradition, while not losing sight of the need to adjust to changing times.” In the beginning, it was a one-room schoolhouse for the children of lower- and working-class parents employed at the U.S. Capitol. Determined to provide an “education founded on love of God” to as many children as possible, in 1949 -- five years before the landmark *Brown v. Board of Education* decision -- St. Peter School opened its doors to students of all races and ethnicities. Today, 90% of St. Peter School’s students still hail from Capitol Hill and its surrounding neighborhoods; we still operate in the same building the Sisters of the Holy Cross built 150 years ago; and the mission of the good Sisters still drives our school. Respect for all, a commitment to hard work, and a desire for lifelong intellectual growth and spiritual formation are the bedrock of St. Peter School on Capitol Hill.

At St. Peter School, we strive to educate the whole child and challenge each student to grow to reach his or her full potential academically, socially, and spiritually. Following the Archdiocese of Washington’s academic standards for learning, students study the core subjects of reading, language arts, math, social studies, science, and religion. Additionally, students participate weekly in art, music, physical education, technology, library, and foreign language classes. To meet the needs of all learners, teachers provide differentiated instruction assisted by three full-time resource instructors.

Our language arts program fosters a love of reading by focusing on the building blocks of phonemic awareness, spelling and grammar, reading fluency, and comprehension skills in the early primary grades. Students partake in guided reading blocks and use Lucy Calkin’s Writer’s Workshop program in kindergarten through fifth grade. In middle school, students delve into more complex materials, including novels.

In mathematics, students begin with an emphasis on fundamental skills, number sense, and computation using hands-on manipulatives and activities. Students learn to solve more complex problems and equations as they progress through each grade level. Mathematics instruction connects with our science program, which focuses on inquiry-based instruction and hands-on experiments. Pre-kindergarten through third grade topics include life, earth, and environmental science, while students in fourth through eighth grade utilize lab equipment to study astronomy, the human body, physics, chemistry, and biology. Students in fourth through eighth grade also participate in school- and city-wide science fairs. A team from our middle school participates in the Department of Energy Regional Science Bowl each year.

Students in pre-kindergarten through third grade focus on community, government, and map skills as part of St. Peter School’s social studies curriculum. Fourth graders focus on the regions of the United States; fifth and eighth graders study American history; and sixth and seventh graders study the geography, history, culture, and traditions of Europe, the Americas, Asia, and Africa. Students in fourth through eighth grade participate annually in the National Geographic GeoBee, an annual competition designed to inspire and reward students’ curiosity about the world. In addition, middle school students participate in DeMatha Catholic High School’s Academic Challenge – a team quiz bowl competition open to area Catholic schools. Technology is integrated into all subject areas. In addition to weekly technology classes, students have access to Surface Pro computers at a ratio of one computer per student in fourth through eighth grade. Kindergarten through eighth grade classrooms each have a smart board to enhance teacher instruction.

Social-emotional skills are taught at St. Peter School through age-appropriate lessons in all grades. Respect for self and others, self-control, and self-discipline are encouraged using the Second Step program.

Last, but certainly not least, our Catholic faith and values are an important part of St. Peter School and are integrated into all subject areas. Students learn about the Catholic faith through religious instruction, the Catholic Sacraments, and Catholic social teachings and faith formation. The school community regularly joins together to celebrate Mass and events marking the special liturgical seasons of the Church.

Using funding received as a result of our 2013 National Blue Ribbon Award, St. Peter School has improved in a variety of ways. First, teachers have been given the resources to implement new curriculum guides, such as Lucy Calkin's Writers Workshop and Ignatius Press's Faith and Life Series, to provide more meaningful, engaging lessons for our students. Additionally, we have been able to increase the number of resource teachers from two to three to meet the needs of our diverse learners. This means that we can close the achievement gap and address the needs of our students seeking enrichment services. Lastly, teachers and paraprofessionals have been able to participate in professional development opportunities around the world to enrich their craft and model lifelong learning to the students at St. Peter School.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

At the elementary level, we strive to cultivate a community of lifelong readers and writers through a comprehensive English language arts program focused on building phonemic awareness, spelling and grammar skills, reading fluency, and comprehension skills. Starting in first grade, all students participate in the Accelerated Reader (AR) program. In addition to fostering a love of reading and building crucial comprehension and vocabulary skills, the AR program allows for differentiated instruction by assessing each student's correct reading level and then identifying texts at that level. In this way, students are encouraged to read developmentally appropriate literature and allowed independence to choose their own reading material. Independent reading time is provided to each class from first through eighth grade every day. The STAR reading program also is used to inform instruction and monitor reading skills and achievement.

In middle school students delve into more complex reading lessons, including the study of novels. Lessons are structured so students apply acquired skills and think critically. Use of technology as a research tool is emphasized in middle school to help students become 21st century learners who can find answers to their questions while building valuable skills they'll need in the real world. Scantron® results as well as formative and written assessments drive instruction. This data allows teachers to differentiate instruction to reach all students, building them for success inside and outside the classroom.

Writing instruction at all levels is inextricably intertwined with reading instruction, and cross-curricular reading and writing projects are assigned across grade levels. St. Peter School employs the Writer's Workshop program, which develops an understanding and application of elements of writing. By middle school, students are writing multi-page essays, research papers, and poetry.

1b. Mathematics:

Math at the elementary level is rooted in a standards-based curriculum that balances hands-on, conceptual understanding with concrete mastery of mathematical algorithms and formulas. Teachers employ whole-group and small-group instructional methods to meet the diverse needs of students. It is our goal to provide elementary students with a strong foundational understanding of mathematical concepts that will equip them to tackle math in middle and high school.

In sixth and seventh grades math topics include: number sense, computation, algebra functions, geometry, measurement, data analysis and probability, and problem solving. By eighth grade all students are taught high school level Algebra I, allowing many of our graduates to place into advanced math classes in high school. The Algebra I curriculum standards taught are: operations with real numbers, linear equations and inequalities (including graphing), relations and functions, polynomials, algebraic fractions, quadratic, cubic, and radical equations, and mathematical reasoning and problem solving. In all grades students are given opportunities to explore real world mathematical applications through hands-on projects. For example, in middle school, the students use scale factor and engineering processes to design and build a gingerbread house at Christmastime. In elementary grades students work to identify classroom objects in rows and columns that form arrays. They also find similar items and arrange them either by moving them or drawing them on paper to form an array. They can then write multiplication and division word problems to describe the arrays.

Schoolwide, there is "Drop Everything and Math" time twice a week that is specifically designated for additional math practice and intervention where needed. Teachers use both Scantron® and STAR Math to assess students and make informed decisions regarding curriculum. Teachers also administer regular formal and informal assessments to students in the form of tests and quizzes. Furthermore, teachers monitor student progress through the online platform IXL, which students utilize daily. In middle school, formal testing is

signed by parents and students are taught to apply error analysis techniques on returned tests, which includes correcting errors for additional credit.

A resource teacher trained to work with students through the high school level provides additional math support to students who need it and provides enrichment to students performing above grade level.

1c. Science:

The science curriculum covers the core strands of physical science, life science, and earth and space science, per the Next Generation Science Standards (NGSS). In the physical science units, students learn about matter and its interactions, force and motion, and energy. In the life science units, students learn about the makeup of life from molecules to organisms, ecosystems and interactions between energy and matter, and biological evolution. In earth and space science, students learn about Earth's place in the universe, the history of the planet Earth, weather, and climate.

The highlight of the science program is that learning standards are addressed through hands-on experimentation, active inquiry, and project-based learning. This approach allows students to develop competency in the scientific method as well as in engineering design and problem-solving. Students routinely generate mechanistic explanations of science and engineering principles from their observations and experimentation. This leads to the development of critical thinking skills as a core competency and objective of the science curriculum. Mathematics and technology also are integrated through the derivation of equations, statistics, logic, simulations, and models. Students attend science classes in the science lab, which allows for seamless transitions between direct instruction and active inquiry.

Students demonstrate learning through ongoing teacher observations, in-class discussions, group activities, written reports, presentations, and tests. Assessment data informs the areas to be focused on and the types of instructional methods that are most beneficial for student learning. As an example, students participate in an annual Science Technology Engineering and Math (STEM) Fair, where they employ project-based learning on a variety of projects.

1d. Social studies/history/civic learning and engagement

Social studies in the elementary grades at St. Peter School is centered on four core standards: history, geography, economics, and civics and government. Teachers employ a variety of instructional techniques, including project-based instruction and immersive learning, to build upon student knowledge of these four core standards throughout the elementary grades. Students acquire a deeper understanding of the skills through an engaging exploration of real-world problems and events. For example, in fourth grade, students research historical figures and participate in a classroom debate in which they attempt to persuade the audience why their chosen historical figure should receive particular recognition. This project introduces students to concepts they will use in more formal debates, such as research, presenting, responding to questions, and addressing other people's arguments. Students also attend field trips throughout the year to enhance their learning and understanding. The school's spiral social studies curriculum throughout the elementary years helps to prepare students for the social studies content they will explore in middle school.

The middle school Social Studies curriculum explores the ancient world, the modern world, and American history through Reconstruction. All units consist of a field trip, project-based learning, group work, and independent learning. Students are encouraged to make connections not only across topics but across stages in history, with daily connections to present day issues and events. When studying world religions, students use math when calculating the specific religious population of a country and compare that to the percentage of that religion in the world. Students learn about the major technological advances of civilizations, such as the plow and wheel and the irrigation system in Mesopotamia and the 365-day calendar and medicine in Egypt. Students study the development of language by making cuneiform tablets and using ink and calligraphy for Chinese writing from oracle bones to modern script. When studying ancient Greece, the students focus on art and architecture by visiting local landmarks built with Greek columns and other architectural elements influenced by that civilization.

The middle school Social Studies curriculum explores the ancient world, the modern world, and American

history through Reconstruction. All units consist of a field trip, project-based learning, group work, and independent learning. Students are encouraged to make connections not only across topics but across stages in history, with daily connections to present day issues and events. When studying world religions, students use math when calculating the specific religious population of a country and compare that to the percentage of that religion in the world. Students learn about the major technological advances of civilizations, such as the plow and wheel and the irrigation system in Mesopotamia and the 365-day calendar and medicine in Egypt. Students study the development of language by making cuneiform tablets and using ink and calligraphy for Chinese writing from oracle bones to modern script. When studying ancient Greece, the students focus on art and architecture by visiting local landmarks built with Greek columns and other architectural elements influenced by that civilization.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

Our pre-kindergarten program uses the Tools of the Mind curriculum. This research-based curriculum teaches students different skills through play-based learning. Pre-kindergarten students learn foundational math and literacy skills (i.e numeral identification, one to one correspondence, sound to symbol correspondence, rhyming, vocabulary, and emerging writing skills) through play and the use of songs, stories, and physical movement. The pre-kindergarten curriculum emphasizes physical self-regulation through Freeze Dance, Partner Freeze, and Freeze on the Number. Even in pre-kindergarten, teachers assess each student's zone of proximal development to ensure that each student receives individual support based on his or her level of development. All pre-kindergarten lessons are planned with the kindergarten common core standards in mind to ensure that our students have the skills needed for kindergarten.

2. Other Curriculum Areas:

Visual Arts

St. Peter School students in kindergarten through eighth grade attend art class once per week. Students use different mediums to create thoughtful works of art that support the core curriculum. For example, after hearing the book Tap-Tap, students use multimedia to create their own Tap-Tap bus set in the Haitian countryside. During their social studies unit on ancient Mesopotamia, middle school art students sculpt cuneiform tablets and design and build a life-size sarcophagus. In fourth through eighth grade, many multimedia projects are inspired by a study of the masters. Students discuss the artist's work, historical significance, and contributions to an art movement before attempting their own pieces in the style of the artist studied.

Music, Chorus, and Band

All students attend weekly music classes during which they learn how to sing, identify musical elements, and perform rhythms and melodies. Students showcase their musical knowledge during the weekly school Mass, as well as at the school Christmas concert. Students in fourth through eighth grade may participate in Choir, which performs at weekly school Masses and in the school band, which performs for the school community at Christmas and the end of the school year. The school band also competes regionally.

PE and Health

Students in pre-kindergarten through eighth grade participate in Physical Education (PE) classes once per week and first through eighth grade participates in Health class once per week. PE develops motor skills, introduces and encourages an interest in physical fitness, and emphasizes team work, cooperation, and sportsmanship. Health classes teach students about the human body and impart skills necessary to make healthy choices.

Foreign Language

Spanish language instruction is offered to students in pre-kindergarten through eighth grade. In pre-kindergarten through first grade, Spanish language instruction occurs once per week. From second through eighth grade, Spanish language instruction occurs twice weekly. In all grades, Spanish instruction focuses on vocabulary, grammar, reading, and listening skills. Students are introduced to the culture, history, geography, life styles, food, and traditions of the Spanish world. We use a spiral curriculum approach, in which key concepts are introduced to students in pre-kindergarten and covered repeatedly each year, with increasing degrees of complexity. As an example, by eighth grade students' spoken language and vocabulary have developed sufficiently for them to participate in an immersive language field trip to a local Mexican restaurant.

In addition to Spanish, Latin is mandatory for seventh and eighth grade students. Latin instruction focuses on vocabulary, grammar, and history (with an emphasis on Latin within the context of Catholic Church history). Students participate annually in the National Latin Exam. In 2018, two St. Peter School students in seventh and eighth grade each took second place in the exam, with scores of 37/40 and 33/40, respectively.

Technology

All grades at St. Peter School participate in a technology lesson once per week. In Technology class students become familiar with Microsoft Office applications, which are used across subject areas for homework and special projects. Technology classes also are used to develop students' decision-making and problem-solving skills, with an emphasis on being good digital citizens and keeping students safe on the Internet. Finally, students in Pre-K through eighth grade are taught basic coding and programming skills and middle school students engage in web-design activities.

Library

A culture of reading is encouraged at St. Peter School with weekly library classes for all students. In addition, the library supports the school's use of the Accelerated Reader (AR) program by clearly labeling each of its over 1,000 books with the appropriate AR level, so that students can easily identify books in their reading comfort zone. After every book read, students are individually assessed on comprehension and AR levels are adjusted accordingly. In addition, the library organizes special programming, including a Halloween book reading challenge, a Newbery club, author visits, and a summer reading program.

Religion

Catholic faith and values are integral to instruction at St. Peter School. Students have regular, focused religious instruction on the: Old and New Testaments, Ten Commandments, life of Jesus, lives of saints, and theological underpinnings of the Catholic sacraments. Middle school students also explore Catholic social teachings and are encouraged to pursue faith formation through authentic questioning and self-examination. All members of the school community participate in a weekly, student-led Mass. During the Christmas and Lenten seasons, students also participate in additional, student-led worship services.

Second Step

In pre-kindergarten through fifth grade, students engage in Second Step, a program rooted in social-emotional learning. The program has helped St. Peter School become an even more supportive, successful learning environment where our students thrive. Second Step's holistic approach has helped create a more empathetic atmosphere by providing our teachers with tools that enable them to take an active role in the social-emotional growth and safety of each child.

3. Special Populations:

At St. Peter School, resource teachers collaborate with classroom teachers to plan purposeful, differentiated lessons. Teachers work to make learning accessible to all by presenting information in a variety of

modalities, including through visual, auditory, and kinesthetic instruction. At the beginning of the year, teachers analyze baseline test scores and use this data to inform small group instruction. The resource teachers support the classroom teachers in meeting the various needs of our students, including those who struggle to meet benchmark goals and those who score in the top five percent nationally and require additional enrichment.

When best teaching practices and differentiated instruction do not result in adequate growth, the classroom teacher may refer the child to the Student Assistance Team (SAT). This group is comprised of resource teachers, the SAT coordinator, the school counselor, and a member of the administration. The team reviews the data and recommends a course of action, such as a structured, short-term intervention. The resource teacher works with the classroom teacher to implement this intervention and track the data over the course of six to twelve weeks. If all interventions have been exhausted and the student has not made sufficient progress, the team will recommend academic and/or behavioral testing in order to gain more insight into the student's learning needs.

If testing reveals a learning disorder or other clinical diagnosis, St. Peter School adapts its environment and instruction to meet the student's documented needs. Resource teachers work directly with identified students. For example, resource teachers in the younger grades use the Orton-Gillingham method to address deficits in the area of reading. Middle school resource teachers use many techniques to address executive functioning needs, including the use of graphic organizers and explicit instruction on note-taking skills using the two-column or Cornell method. Resource teachers also coordinate with outside professionals such as tutors and counselors to provide the optimal learning environment for exceptional students.

Once a student receives a diagnosis, resource teachers work with the classroom teacher and the student's parents to create a formalized plan that details the specific accommodations and/or modifications to which the student is entitled. This document takes the form of a Catholic Accommodation Plan (CAP) or an Individualized Catholic Education Plan (ICEP). CAPs detail the reasonable accommodations the school makes to support a student's learning needs, and may include adaptations such as small group testing, structured breaks, or preferential seating within the classroom. An ICEP addresses cases in which a student is unable to meet grade level expectations in a given area. An ICEP includes an annual goal in the area of need. The resource teacher will use small group and individual teaching to help the student meet his or her identified goals.

Once a CAP or ICEP has been written, all teachers at St. Peter School adapt their instruction as needed to support the accommodations and/or modifications indicated in a student's plan. The resource teacher reviews the plan on a quarterly basis, and writes a report detailing the student's progress. She writes a new plan every year to reflect the student's progress, evolving needs, and any other data that has emerged. St. Peter School sees these plans as an important method for safeguarding the needs of our exceptional learners, empowering all students to reach their potential.

1. School Climate/Culture:

St. Peter School prides itself on academic excellence, but it isn't solely focused on test scores. It is a place where Christ's love is shared and celebrated each day. At St. Peter School, faith becomes living, conscious, and active through instruction and participation in prayer, worship, and sacraments. Students lead a weekly Mass and participate daily in religion class, and our Catholic identity is integrated throughout the curriculum. A Catholic virtues program is central to the culture of the school, which emphasizes the importance of service to others and gratitude for God's many blessings.

All students are members of a Student Family, led by an eighth-grade student, which works quarterly on service projects such as providing supplies to homeless shelters and our sister school in Cap Haitien, Haiti. Student Council leads canned food drives, organizes clothing collections, and raises funds for charitable organizations in our community. Middle School students are required to perform 15 hours of community service each year, and all students are encouraged to be of service to others. Students also are encouraged to live the Catholic ethic of gratitude in ways large and small. The youngest students have a tradition of offering cookies and thank you notes to community helpers, like the police men and women at our local substation, and all grades participate in a teacher appreciation program in which each grade plans a monthly thank you gift or activity for all teachers and staff members. In this way, our Catholic culture is used to support teachers, who also are offered a religious education certification program at no cost to them.

The ways our teachers support our Catholic culture are innumerable. Not only do they provide explicit religion instruction, but their commitment and dedication to the school community is a daily example for our students of faith put into action. And notably, 100% of teachers and staff members contribute monetarily to the school's Annual Fund Campaign, which is an additional and tangible way they support the school and its mission.

2. Engaging Families and Community:

A strong partnership between families and the school is an essential component of a St. Peter School education. In order to foster relationships among parents, students, teachers, and staff members, the Home School Association (HSA) organizes regular events to bring together members of our community, including a back-to-school picnic, regular parent coffees, parent happy hours, a golf tournament, Grandparents' Day, Cookies and Cocoa with Santa, Field Day, a Dads' barbecue, Trivia Night, Movie Night, and more. Parents at St. Peter School are expected to support their child(ren)'s education with their talent, treasure, and time. Each two-parent household is required to commit a minimum of 15 volunteer hours, and single-parent families are required to commit a minimum of 7.5 hours volunteer hours, per year.

Each year parents take the lead in promoting the school's Annual Fund Campaign and Annual Auction Gala. The Annual Fund and Auction Gala together raise more than \$100,000 annually, which is invested back into the school in the form of facilities updates, technology and infrastructure improvements, and scholarships for students who would not otherwise be able to afford a St. Peter School education. Thanks in large part to the generosity of our community members, St. Peter School provides financial aid to 19% of our students, awarding more than \$100,000 in total aid in each of the last two years. Four years ago, a group of St. Peter School parents worked with the administration to craft a long-term strategic plan to ensure the continued success of the school. As a result of that effort, St. Peter School instituted a new tuition structure, which ensures that tuition covers the cost of educating each child – allowing the school to dedicate annual fundraising efforts to financial aid and other school improvements, like smart boards in kindergarten through eighth grade classrooms and upgrades to the library/media center to provide access to Surface Pro computers for each class. The school's significant savings and fundraising efforts will soon be dedicated to a major renovation project currently in the planning stages. Notably, despite the increased tuition rates that resulted from the new tuition structure, St. Peter School remains at full capacity.

Finally, St. Peter School works hard to engage not just school families, but also members of our

community, both locally and globally. At the local level, St. Peter School works to integrate itself with the Capitol Hill community by reserving two spots on the school's Pastor Principal Advisory Board for non-parent community members, and actively seeking opportunities to give back to community members in need. For example, St. Peter School annually enrolls multiple students from the Serving our Children D.C. Opportunity Scholarship Program, and regularly holds fundraising and supplies drives to support the Capitol Hill Group Ministry, the Capitol Hill Pregnancy Center, and Catholic Charities' Cup of Joe Program. St. Peter School is in the process of helping make the Capitol Hill Neighborhood more beautiful with the installation of a new garden space on campus made possible by the Department of Energy & Environment's RiverSmart Program. And St. Peter School also works to respond to crisis situations in our community. When the Arthur Capper Senior Public Housing facility – just blocks from the school – burned to the ground last year in a massive fire, St. Peter School families raised funds to help displaced seniors. When another school in the Archdiocese of Washington, Holy Family Catholic School, announced that it was in danger of being forced to close due to monetary problems, St. Peter School solicited funds from its families to help. Thanks to an outpouring of support from the Catholic community, including our families, Holy Family will be open for the 2019-2020 academic year.

St. Peter School students also work to help members of the global community. Through the school's twinning project with Notre Dame d'Altagrace Parish and School, St. Peter School students are connected with their "Sister School" in Haiti and have regular opportunities to learn about and assist members of that community. In addition, the school annually holds fundraisers for the American Heart Association, national breast cancer charities, and other national non-profit organizations.

St. Peter School is proud to have been recognized in a Ceremonial Resolution passed by the D.C. City Council in April 2018 for "foster[ing] a strong foundation in faith, family, community, and country by engaging in charitable works of mercy to help local organizations and our sister school in Haiti."

3. Professional Development:

Teachers and paraprofessionals at St. Peter School continuously reflect on their practice and seek opportunities through professional development to broaden their knowledge and become the best they can be for their students. Since 2013, the majority of faculty and staff continued their professional growth through graduate programs, such as George Washington University's Educational Leadership and Administration Program and Notre Dame's Remick Leadership Program, and through attendance at educational workshops and conferences, such as the Titans Foundation Early Readiness, Future of Technology Summit, GIA Music Institute, Inclusion and Diversity Symposium, International Catholic Library Association, National Association for the Education of Young Children, and Ron Clark Academy Educator Training.

In addition to educators seeking professional development opportunities outside of the school setting, faculty and staff at St. Peter School participate in monthly, in-house professional development workshops. With an understanding of what our students need, administrators seek professionals and experts in target areas to conduct trainings with our faculty and staff members. For example, St. Peter School teachers have attended trainings from speech language pathologists from the Reading and Language Learning Center on key signs of a learning disability, from occupational therapists from Skills on the Hill on how to help students with OT or sensory disorders, from psychologists from the Washington Anxiety Center on helping our students with anxiety and depression, and from the Archdiocese of Washington's Director for Special Education on differentiated instruction in the classroom. With each new professional development opportunity, whether conducted in-house or at another institution, St. Peter School teachers are eager to try new strategies in their classrooms to help their students grow.

To ensure our professional development aligns with the district at large and that we are in tune with new initiatives and trends, St. Peter School follows guidance from the Archdiocese of Washington Catholic Schools Office. With an increase of students with special needs in all Archdiocesan schools in the D.C. area in the 2018-2019 school year, St. Peter School's administration knew it was imperative to shift its focus to meet the needs of all learners. Therefore, we have taken the necessary steps to expand our differentiated instruction offerings and will allow educators to attend conferences and workshops with

experts in this field. Teachers will embark on training at the University of Virginia's Institutes of Academic Diversity, which is a 3-day conference focused on current best practices in education. Additionally, teachers and paraprofessionals are gifted with the ability to self-select goals at the start of each school year. Each educator self-reflects and then creates a plan of action to better him- or herself as an educator. Allowing educators autonomy allows them to take initiative and strive to reach their greatest potential through various means of professional development.

4. School Leadership:

St. Peter School's primary objective is to educate the whole child through a differentiated approach to education in which each student's abilities, learning style, and needs are recognized and addressed. The school fulfills this mission with the unwavering support of the leadership team. The administrative team is comprised of the pastor and principal, who ensure that the Archdiocese of Washington's policies and programs are followed and enforced. As a member of the Catholic Business Network, the National Catholic Education Association, and the National Association of Elementary School Principals, the school has access to macro-level guidance from a number of well-regarded organizations.

The Pastor Principal Advisory Board (PPAB) also provides strategic input to the pastor and principal regarding school initiatives and policies in alignment with Archdiocesan guidelines. PPAB members work with other parents and community members by leading subcommittees including academic excellence, marketing and communication, Catholic identity, and sustainability. The Home School Association (HSA) maintains and strengthens the relationship between families and the school by organizing events to bring the community together. The administration, PPAB, and HSA all help ensure that all facets of the school community are thriving, providing a strong foundation to support a robust academic program.

The administrative team has expanded in the 2018-2019 school year from one assistant principal to three assistant principals who support the principal and are responsible for carrying out new initiatives, leading by positive example, and conducting formal and informal observations of teachers in specific cluster and content areas. Assistant principals have either completed or are in the process of completing graduate-level training for educational leadership and administration. Assistant principals have engaged in professional development focused on Charlotte Danielson's Framework for Teaching and use this framework to help teachers guide instruction. The administrative team follows all four domains when conducting formal evaluations and works together with teachers to enhance their craft and help improve student learning and achievement. Using data gathered from classroom observations, team meetings, and standardized testing, the administrative team works together to review and revise curriculum supplements to best fit the needs of our learners. For example, upon review of our previous religious education curriculum, the administrative team realized our prior program did not adequately enhance students' understanding of Christ, which is at the heart of our school. For the 2018-2019 school year, St. Peter School implemented a new religious education program to promote rigor and a deeper understanding of Christ.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

In today's world, increasing students' social-emotional abilities might be even more important than teaching core academic content. At St. Peter School, we are blessed to have students with naturally strong academic scores and core concepts, but we strive to build their independence, problem-solving skills, and mindful awareness. In the past five years, teachers and students at St. Peter School embarked on improving these skills by using the MindUP program. The MindUP program, developed by The Hawm Foundation, is a 15-lesson program for students in pre-kindergarten through eighth grade that educates students on topics such as gratitude and mindfulness. The program encourages positive behavior, improves learning and scholastic performance, and increases empathy, optimism, and compassion.

The implementation of the MindUP program at St. Peter School perfectly aligns with our school's virtue program, which emphasizes character development through monthly classroom lessons dedicated to the virtue of the month derived from the Disciple of Christ, Education in Virtue guide. Virtues, such as kindness, gratitude, respect, and self-control, are repeatedly addressed through daily mindfulness practice, which students have learned through the MindUP program. Teachers at St. Peter School have the ability to use mindful prayer and breathing techniques in the classroom to help students reset their minds and bodies during highly engaging, stressful, or nerve-wracking times.

In addition to daily meditation practice, students embark on a month-long journey during the month of March. Mindful March helps students not only learn more about gratitude in their own lives, but it also aims to help students exhibit self-control rather than impulsivity. Students complete mindfulness activities during the month of March in school and also complete a packet of weekly activities at home as a family. The activities students complete have a heavy emphasis on our sister school, Notre Dame d'Altagrace, in Haiti. For example, families have to create a meal for their entire family using less than \$5.00 or have students carry large jugs of water up and down their streets to give students a real-world example of what Haitian families endure each day.

St. Peter School teachers use the MindUP program, in combination with the Disciple of Christ, Education in Virtue guide, and our connection to our sister school in Haiti, to develop our students' social-emotional awareness, improve their ability to maintain a calm mind using meditation, and to grow our students' compassion toward others and gratitude for their health, academic achievements, and lives.

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 X No

3. What is the educational cost per student? \$12736
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2898

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 19%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Edition/Publication Year: 2016

Test: Scantron

Publisher: Performance
Series

Grade: 3

Scores are reported here
as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	2480
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. No subgroup	
Average Score	0
Number of students tested	0
2. No subgroup	
Average Score	0
Number of students tested	0
3. No subgroup	
Average Score	0
Number of students tested	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2016

Test: Scantron
Publisher: Performance
Series

Grade: 4
Scores are reported here
as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	2695
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. No subgroup	
Average Score	0
Number of students tested	0
2. No subgroup	
Average Score	0
Number of students tested	0
3. No subgroup	
Average Score	0
Number of students tested	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Edition/Publication Year: 2016

Test: Scantron

Publisher: Performance Series

Grade: 5

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	2838
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. No subgroup	
Average Score	0
Number of students tested	0
2. No subgroup	
Average Score	0
Number of students tested	0
3. No subgroup	
Average Score	0
Number of students tested	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2016

Test: Scantron
Publisher: Performance
Series

Grade: 6
Scores are reported here
as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	2839
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. No subgroup	
Average Score	0
Number of students tested	0
2. No subgroup	
Average Score	0
Number of students tested	0
3. No subgroup	
Average Score	0
Number of students tested	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Edition/Publication Year: 2016

Test: Scantron

Publisher: Performance Series

Grade: 7

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	2884
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. No subgroup	
Average Score	0
Number of students tested	0
2. No subgroup	
Average Score	0
Number of students tested	0
3. No subgroup	
Average Score	0
Number of students tested	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Edition/Publication Year: 2016

Test: Scantron

Publisher: Performance Series

Grade: 8

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	2942
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. No subgroup	
Average Score	0
Number of students tested	0
2. No subgroup	
Average Score	0
Number of students tested	0
3. No subgroup	
Average Score	0
Number of students tested	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: Scantron
Publisher: Performance
Series

Grade: 3
Scores are reported here
as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	2729
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. No subgroup	
Average Score	0
Number of students tested	0
2. No subgroup	
Average Score	0
Number of students tested	0
3. No subgroup	
Average Score	0
Number of students tested	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: Scantron
Publisher: Performance
Series

Grade: 4
Scores are reported here
as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	2905
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. No subgroup	
Average Score	0
Number of students tested	0
2. No subgroup	
Average Score	0
Number of students tested	0
3. No subgroup	
Average Score	0
Number of students tested	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: Scantron
Publisher: Performance
Series

Grade: 5
Scores are reported here
as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	3063
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. No subgroup	
Average Score	0
Number of students tested	0
2. No subgroup	
Average Score	0
Number of students tested	0
3. No subgroup	
Average Score	0
Number of students tested	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: Scantron
Publisher: Performance
Series

Grade: 6
Scores are reported here
as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	3085
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. No subgroup	
Average Score	0
Number of students tested	0
2. No subgroup	
Average Score	0
Number of students tested	0
3. No subgroup	
Average Score	0
Number of students tested	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: Scantron
Publisher: Performance
Series

Grade: 7
Scores are reported here
as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	3181
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. No subgroup	
Average Score	0
Number of students tested	0
2. No subgroup	
Average Score	0
Number of students tested	0
3. No subgroup	
Average Score	0
Number of students tested	0

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: Scantron
Publisher: Performance
Series

Grade: 8
Scores are reported here
as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	3219
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. No subgroup	
Average Score	0
Number of students tested	0
2. No subgroup	
Average Score	0
Number of students tested	0
3. No subgroup	
Average Score	0
Number of students tested	0

NOTES: