

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

Official School Name Saint Raphael School
(As it should appear in the official records)

School Mailing Address 1513 Dunster Road
(If address is P.O. Box, also include street address.)

Rockville MD 20854-6154
City State Zip Code+4 (9 digits total)

County Montgomery

Telephone (301) 762-2143 Fax (301) 762-4991

Web site/URL https://www.straphaelschoolmd.org/ E-mail tdwyer@straphaels.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 E-mail schools@adw.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Sarah deKowzan
(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):
- 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
 - 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	46	41	87
K	13	13	26
1	7	13	20
2	10	11	21
3	14	13	27
4	8	15	23
5	10	12	22
6	6	15	21
7	11	14	25
8	12	14	26
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	137	161	298

*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
 - 4 % Asian
 - 6 % Black or African American
 - 23 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 58 % White
 - 9 % 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: 7%

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	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2017	298
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

English Language Learners (ELL) in the school: 1 %
4 Total number ELL

7. Students eligible for free/reduced-priced meals: 3 %
Total number students who qualify: 9

8. Students receiving special education services: 10 %
30 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>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>18</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>13</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 12

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.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school 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 16:1

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	95%	95%	95%	95%	95%
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 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.

Through faith and reason, St. Raphael School fosters self-worth in all its students, enabling them to reach their full spiritual, intellectual, physical, and emotional potential.

PART III – SUMMARY

The beginning of St. Raphael School (SRS), a coeducational parochial school in Rockville, MD, goes back as far as 1969, when St. Raphael Nursery School was founded in space rented from St. Raphael Church. At that time, the nursery school operated as a non-sectarian program for 3- and 4-year-olds, and was administered as a semi-cooperative organization entirely run by parents. In 1989, the preschool began operating under the auspices of St. Raphael Parish, and today it continues to offer one of the strongest and largest early-childhood programs in the area.

The dream of adding an elementary and middle school first materialized under the parish's late pastor, Fr. William Finch. At a time when other schools in the Archdiocese of Washington (ADW) were closing due to low enrollment, parishioner demand at St. Raphael led Fr. Finch to ask the archdiocese to expand the nursery school to include kindergarten through eighth grade. In June 2006, St. Raphael School was dedicated as the newest school in the archdiocese.

SRS first opened with 31 students in kindergarten and first grade. Plans immediately began for a new school building. After a challenging period of planning and fundraising, in which the school suffered the stunning loss of its founding pastor to a heart attack, the school moved into the brand new St. Raphael Educational Building in 2011. In the years following, St. Raphael School grew by one grade each year, and at the conclusion of the 2013-2014 school year graduated its first class.

SRS is the product of extensive research of best practices in education. When planning and designing the school's new building, as well as developing its programs, administrators visited numerous schools and incorporated the best of the best practices they encountered. Today, as a young and vibrant community, St. Raphael School functions in a state-of-the-art, eco-friendly facility that offers not only large, light-filled classrooms, but also extra office and multipurpose space, a science lab, art and music rooms, gymnasium, and a library and media center.

St. Raphael's curriculum aligns with the academic standards of the Archdiocese of Washington, meets or exceeds the standards of its surrounding county public school system, and complies with the standards set forth by the Maryland State Department of Education. The school is accredited by the AdvancED Accreditation Commission.

From kindergarten through eighth grade, the school's emphasis on educating the whole child—supported by the pillars of Catholic identity, academic excellence, small-group instruction, and student engagement—has served its students exceptionally well.

Research in the development and education of young brains validates the increased physical movement the school weaves into its daily K-8 recess, its physical education program (offered multiple times per week for most grades), and its frequent "brain breaks" in the classroom throughout the school day. The back-to-basics skill sets that are found throughout the school's curriculum provide students with opportunities to make their thinking visible, to wonder, to hypothesize, to revise, and to grow.

St. Raphael School and Nursery School both proudly reflect and serve their parish and surrounding community. Parishioners and neighborhood families make up 80% of the student population, but children from other areas and faiths are welcomed as well. Located in the close-in suburbs of Washington, D.C., the community the school serves is diverse, highly educated, and professional, with parents working in a variety of business, non-profit, academic, and governmental roles at the local, national, and international level.

St. Raphael School teachers are strong leaders with a wide range of education, experience, and expertise. The faculty includes a full-time resource teacher with a Master's degree in Special Education. More than half of the school's classroom and resource teachers hold advanced degrees. Among these advanced degrees, several are in counseling or social work, with the majority in the field of education.

Recognizing that student abilities and needs are varied, SRS prides itself in meeting each student where they

are on their educational journey. All students receive a significant amount of individualized attention. Differentiated learning and small-group instruction are incorporated into a rigorous curriculum. Grades 3-8 are broken into small groups for reading and math, with an average student-teacher-ratio of 8:1 in these core areas. This low ratio allows teachers to challenge above-level students to reach even higher, on-level students to excel, and below-level students to achieve success. For many years leading up to this Blue Ribbon application, St. Raphael's students have earned standardized test scores in reading and math that surpass Blue Ribbon requirements.

St. Raphael School is located within a competitive educational landscape where parents have choices among many excellent schools, both public and private. As a comparatively young and vital institution, St. Raphael School plays an important role in meeting the surrounding community's need for diverse educational offerings that meet the demands of the 21st-century world.

1. Core Curriculum:

1a. Reading/English language arts:

Throughout the elementary and middle school grades, St. Raphael School helps its students become more thoughtful, critical, and imaginative readers and writers, as well as more effective speakers and listeners.

The elementary language arts teachers at St. Raphael School strive to cultivate lifelong learners who view reading and writing as not only fundamental tools of communication but also as sources of discovery and inspiration. Shared stories, both written and spoken, build the foundation, and books in an array of genres establish the framework for the program. Building upon phonetic skills learned in primary levels, the intermediate level focuses on comprehension, vocabulary, and fluency in reading.

The middle school language arts program has a robust curriculum that teaches students to read effectively, think critically, and challenge assumptions. In addition to learning proper English mechanics and style, students are taught how to interpret written material, analyze writing from different perspectives, conduct research, and write with clarity. Through reading and analyzing a variety of literary works, students become aware of other cultures, consider moral conflicts, and are exposed to values different from their own. Through their study of grammar, SRS middle school students become more effective speakers and writers who are comfortable with English conventions and style.

The school fosters the relationship between reading and writing in its language-rich classrooms. Students read for information as well as pleasure, and they learn the process of writing—including drafting, revising, editing, and proofing—as essential steps to mastering the craft.

Integral to the success of the language arts program is the school’s differentiated learning and small-group instruction. Classes are broken into smaller groups for reading. With a dedicated block of at least one hour per day just for reading, St. Raphael students demonstrate significant growth and have some of the highest reading scores among ADW schools.

1b. Mathematics:

As with the language arts curriculum, small-group instruction is a hallmark of the school’s math classes, with an average student/teacher ratio of 8:1 in both of these core areas.

The elementary math program in kindergarten through fifth grade is designed to help students approach math with confidence and enthusiasm. Building on a solid foundation of fundamental skills, children are encouraged to explore an array of problem-solving approaches and to take risks as they expand their skills and abilities.

As students’ math skills evolve, they expand their thinking from hands-on exercises to abstract reasoning. They learn to use concrete, verbal, and symbolic models to solve problems. Real-life data and scenarios provide the opportunity for learners to analyze problems, design strategies, estimate outcomes, and calculate solutions. In middle school, students develop a deeper understanding of math content that enhances logical reasoning and problem solving.

Students graduate from St. Raphael prepared for high school algebra, and SRS offers Algebra 1, Geometry, and Algebra 2 for those capable of working at a more advanced level.

Analytical and creative problem-solving skills developed in the SRS math program are readily applied by students in various learning experiences, most notably in the school’s end-of-year STEM competition, where teams of students from different grades work together on engineering and building projects. St. Raphael’s also fields a team at an annual math competition sponsored by a local high school and last year placed third.

SRS employs the following two crucial methods for measuring academic outcomes: 1) Classroom observation and assessment, which provide teachers with the data they need both to monitor the effectiveness of their instruction and to tailor their teaching to improve student and school performance, and 2) Scantron standardized testing, which is administered at the beginning, midpoint, and end of the year to set a baseline, monitor progress, and showcase student achievement.

1c. Science:

Children are natural scientists with endless curiosity. With that in mind, lessons are crafted to be engaging experiences that build on their interest and establish a foundation of scientific knowledge. To support and enhance classroom instruction, all students K-8 visit the science lab weekly for hands-on learning activities. Grades K-5 classify, measure, build, take apart, and learn scientific principles through trial and error. In so doing, students learn about themselves and the world around them.

In middle school, the science curriculum builds upon and expands the concepts learned in early grades. Students prepare for high school through vigorous coursework in the life, physical, and earth sciences. From exploring the cell through the lens of a microscope, to dissecting squids, to identifying minerals in sand from across the world, student work in the lab remains a vital part of learning at SRS.

Students continue learning through trial and error and use the scientific process to design their own labs, analyze results, and draw conclusions. In all three years of middle school, St. Raphael students compete in a science fair judged by local science and medical professionals.

Students adeptly apply what they have learned in science to the school's year-end STEM engineering and building project.

Teachers deploy powerful methods and tools for instruction and assessment. These include moving students through dynamic learning centers, and engaging students in problem- and project-based learning. Instructors also use non-traditional formative assessments that draw students in using online supplements to textbooks, as well as other online resources and games. Teachers use data from these informal types of assessment to modify instruction and ensure that students are learning.

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

The social studies curriculum in kindergarten through fifth grade provides students with the experiences that develop the knowledge, concepts, strategies, and skills needed to live as responsible and compassionate citizens in a diverse world. Through instruction that engages and challenges students, teachers also weave social studies concepts throughout the school's other curricula. Students actively engage with content by interacting with a variety of text, audio, and technology resources and then demonstrating what they have learned through various performance-based and traditional assessments. This approach has an internal support structure for students with different types of learning styles and provides natural opportunities for differentiated instruction.

Middle school social studies integrates social sciences that explain human relationships within society and the world around us. Building on the foundation laid in the elementary grades, older students develop the skills necessary to become informed and engaged citizens of the world.

Social studies instruction in middle school incorporates the following disciplines: geography, civics, government and law, history, economics, and, religion.

Beginning in sixth grade, students explore a wide range of times, places, and cultures that includes ancient civilizations, early and middle European history, the early civilizations of the Americas, and the settlement of the Americas. In seventh grade, students study the continents and peoples of Africa, Asia, and Oceania. Eighth grade focuses on American history from the Revolution through Reconstruction.

In social studies, as in all subjects, the SRS signature units play a major role. Each grade has an average of three signature units—topics that are covered in depth and across curricula—which typically culminate with a field trip or an in-school presentation.

1e. For secondary schools:

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

St. Raphael’s preschool program aligns with Archdiocesan standards and focuses on spiritual, intellectual, physical, and emotional development. Students are encouraged to wonder and take risks, and they thrive in an environment that emphasizes process over product. Play-based curriculum prepares children for the next level through developmentally appropriate activities in pre-reading and writing, math, science, social studies, Spanish, art, and music. Students also develop emotional intelligence and social competency through positive interaction with adults and other children, exemplified in understanding others’ feelings, following directions, taking turns, and playing collaboratively. St. Raphael’s preschool students are well prepared for kindergarten and consistently transition smoothly.

2. Other Curriculum Areas:

Visual & Performing Arts

The SRS visual arts program focuses on cultivating students’ latent ability to create. All grades meet weekly for art class. Over the course of students’ careers, they work in various media, including charcoal, pencil, watercolor, ceramics, pen and ink, chalk pastel, fiber art, and block printing.

One of St. Raphael’s most inspiring artistic features is a floor-to-ceiling mural—displayed in the main hallway—comprising individual student self-portraits joined together to form an oversized heart that bears witness to the vitality and creativity of the students. Another highlight is the third grade Artists Tea at which students share their carefully crafted artwork and poems before an audience.

The SRS music program engages students in music appreciation by offering an environment in which students perform, create, and respond to music. In the elementary school, the emphasis is on performing. Students are encouraged to express themselves through play, movement, folk songs, and dancing. Middle school students expand their skills by performing more sophisticated vocal pieces and by learning to play the ukulele. As students progress, they acquire the skills to read and even write music.

Students have many opportunities to perform vocally and instrumentally throughout the year, including biannual band and chorus concerts and the Christmas pageant. The SRS band program is offered through the Archdiocese.

The SRS drama program produces a spring musical every year. Performing in one of these productions is a point of pride for many middle school students.

Physical Education

At a time when many schools have been forced to scale back physical education programs, St. Raphael has committed to offering increased opportunities for exercise and play. Kindergarten through second grade have recess twice daily and P.E. once a week. Grades three through eight have P.E. four times per week and an extended recess break in the middle of each day.

The curriculum emphasizes overall physical health through a well-rounded approach to fitness. Students participate in individual and team activities that build strength, flexibility, coordination, and confidence. SRS also participates in the annual Presidential Youth Fitness Program.

Foreign Language

St. Raphael School's foreign language curriculum complies with the program's requirements. SRS offers Spanish language instruction. Through songs and games, lower grades learn foundational vocabulary and short sentences. Beginning in fourth grade, to allow students to learn at their own pace and acquire high-level skills, St. Raphael incorporates Rosetta Stone Education's thematic units and online interactive lessons. Students meet three to four times per week under the guidance of a trained instructor as they progress through the program.

Technology/Library/Media

St. Raphael's library and media center offers an inventory that exceeds 11,000 books and is a fully-equipped, 28-station computer lab, allowing each student a personal work space to explore, research, and create. Students meet weekly with the library and media specialists who foster a love of reading and technology; teach research skills, typing, and coding; and coach students in responsible digital citizenship.

SRS incorporates into its curriculum the standards of the International Society for Technology in Education. Interactive whiteboards in every classroom include document cameras for dynamic learning, as well as ActiVotes—handheld devices that each child uses to link to what is happening on the board. Laptops and tablets are available in all classrooms. Every middle school student is assigned an iPad, which opens numerous opportunities in the classroom—as well as at home—for interactive problem solving, research, and learning. Tablets can be linked to classroom boards to heighten student engagement and facilitate presentations. Teachers use online resources and games to provide students with up-to-date information and sometimes simply to make learning more fun.

Religion

Formation in the Catholic faith is at the heart of the school's mission. Religion is taught not just as an academic exercise, but also as a way of life. Students begin each day in the church where the principal leads everyone in quiet prayer and reflection. Each grade attends weekly Mass and receives daily religion instruction. First and second grades are prepared for the Sacraments of Penance and Eucharist, and seventh and eighth graders are prepared for Confirmation. The school evaluates its religious instruction every year, using the archdiocese's Faith Knowledge Assessment. St. Raphael students consistently earn high scores on this assessment.

3. Special Populations:

In structuring its curriculum and providing support resources, St. Raphael School works hard to meet the needs of its special populations. The school has a part-time counselor on staff, as well as a full-time resource teacher who holds a master's degree in special education with many years of experience working with special populations. This expert in the field helps classroom teachers support learners at every level of achievement. Teachers regularly call on her expertise to help students in need.

In addition to the resource teacher, St. Raphael School has a Student Assistance Team. The members of this team include an occupational therapist, a speech therapist, the school counselor, the school principal, and the resource teacher. Regular meetings of this team provide teachers with the opportunity to present the needs of students and formulate strategies to meet those needs. If the SAT decides a student needs further assistance, one or more members of the team, under the guidance of the principal and resource teacher, will develop a more comprehensive plan for providing help.

Specific actions the school takes to meet the needs of its special populations are varied. Reading and math are taught in small groups so that teachers can differentiate instruction and meet the needs of individual students, whether in the form of additional support for those who may struggle, or additional challenges for those who may excel.

The school's resource teacher plays an indispensable role in meeting the needs of St. Raphael's special
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populations. Based on input from psychologists, local education agencies, and parents, she draws up Catholic Accommodation Plans for classroom instruction and assessment for students with learning disabilities and differences. She formulates Individual Catholic Education Plans for students working below grade level, in which she lays out specific objectives. She and classroom teachers monitor and discuss progress toward these goals on a quarterly basis.

The resource teacher also provides direct instruction and intervention for students with learning disabilities, and she offers instruction for children who need additional support or alternative strategies for their learning styles. She also gives early intervention support for reading, as needed, in the primary grades. She consults regularly with classroom teachers to monitor the effectiveness of accommodations.

The school's emphasis on physical movement woven throughout the day can be especially helpful for students with ADHD. St. Raphael School has also purchased assistive software to support students with dyslexia and dysgraphia.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

With its Catholic identity and challenging curriculum, SRS and its professionals on a daily basis embody its motto, *Fides et Ratio* (Faith and Reason). As one of the newest schools in the Archdiocese of Washington, SRS has a dynamic climate and a vibrant culture. Students are motivated to excel academically and explore their outside passions. Within its small-school environment, St. Raphael offers opportunities for students to participate and assume leadership positions in a variety of extracurriculars that have included community service, boxing, basketball, track, chorus, band, newspaper, yearbook, art, chess, cooking, and knitting. Annual traditions such as school Masses, pep rallies, Angels on the Run 5K, Spirit Days, Catholic Schools Week, and Field Day unite the campus community. A special tradition unique to SRS is its selection of an “Angel” and “Archangel” of the Month, in which two students are celebrated from among the many noted for doing good deeds during the month.

Middle school students develop leadership skills through the safety-patrol program, student council, National Junior Honor Society, and the “buddy program,” which pairs middle school students with younger students to read and play. Students in grades 3-8 regularly altar serve at weekly Masses and special liturgies. All students participate in community outreach through a variety of programs, including food and clothing drives, outreach to wounded soldiers and to the elderly and homebound, and sandwich making for the hungry. Seventh- and eighth-grade students exemplify service to others as they serve lunch to some of the area’s homeless at the annual Mother Teresa luncheon. Students grow in self-confidence through reading at weekly Masses, singing and playing at Christmas and spring concerts, reciting poetry, and performing in the annual spring musical.

St. Raphael’s teachers work extremely hard for their students. What makes the job easier, and certainly more enjoyable, is the support they feel from each other, from the school’s leadership, and from parents of the school. Teachers frequently consult and collaborate with each other in weekly team meetings and daily interaction. St. Raphael’s leadership respects teachers as professionals, giving them autonomy and latitude to shape the school’s curricula and instruction. Thanks to parent volunteers, teachers are relieved of daily lunch/recess responsibilities and afforded precious additional planning time. On its annual Teacher Appreciation Day, the school and its parents host a special dinner celebrating its faculty. Parents and students compile notes of gratitude and present them to teachers at the dinner.

2. Engaging Families and Community:

A strong sense of community is one of the core reasons many families send their children to St. Raphael School. Volunteer “buddy” families and student ambassadors orient new students and their families every year, and the school hosts a welcome dinner each spring to facilitate these connections. At the beginning of each year, the school community gathers for an opening Mass and celebration, and parents meet with the principal and teachers at Back-to-School night before classes begin.

Numerous opportunities exist for parents to be involved in the success of the school. Volunteers hold critical leadership positions on the St. Raphael School Board. All parents are members of the Home and School Association, an organization ably managed by parent volunteers, many of whom also serve as classroom representatives. Parents also play indispensable roles in organizing events such as the fall golf tournament and spring gala, the Angels on the Run 5K, Career Day, and Catholic Schools Week.

SRS communicates with its families, its parish, and the larger community in a variety of ways. Each week, school events and activities are featured in a two-page section of the parish bulletin, and the school regularly appears in publications such as *The Catholic Standard* and *Our Parish Times*. The school emails its weekly newsletter to parents, who also receive weekly email updates from the principal. St. Raphael’s online presence is a special point of pride. The school’s website recently underwent a relaunch with expanded content and a responsive design that allows access from all mobile devices. The school’s listserv and its lively presence on Facebook, Instagram, and Twitter offer valuable forums for parents, and the

larger community, to engage with what is happening on campus.

An exciting innovation this year at St. Raphael is the school's Stay and Play program for two- and three-year-olds who have not started a formal pre-K program. Designed in part as community outreach, the program is well attended and praised by parents hungry for opportunities to socialize their very young children through play.

St. Raphael School works hard to keep parents apprised of their children's progress in school. Parents can access assignments and grades through the school's online portal. Report cards are distributed four times a year, and standardized testing scores are sent home in the fall and spring. Parent-teacher conferences are scheduled at the end of the first quarter, and teachers are always available for conferences throughout the year.

3. Professional Development:

Teacher collaboration is a fundamental tenet of professional development in schools of the Archdiocese of Washington. St. Raphael School subscribes fully to this belief. Biannually, the school participates in ADW Collaboration Days which offer insight to administrators and teachers on such topics as teacher observation and evaluation, Catholic identity, integrating technology in the classroom, and best practices in instruction and assessment.

Regular observation and evaluation of teachers are also integral to professional development and academic excellence. In collaboration with the ADW, the school's principal has been trained for several years in Charlotte Danielson's methods for mentoring and evaluating teachers. Formal meetings and observations take place annually, and informal classroom visits and feedback are part of the principal's weekly schedule.

Setting the example for teachers, St. Raphael's principal receives regular training and professional development through participation in meetings of the Elementary School Principals Association. Recent topics have included school safety and emergency response, formative and summative assessments, teacher evaluation and development, and human resource training on hiring practices and employee relations.

The safety and protection of St. Raphael's children also drives professional development at SRS. Classes in first aid or CPR are offered each year for staff. Teachers remain current with ongoing child protection training administered by the ADW. This year, the school's professionals are receiving training in new safety protocols in the event of an emergency on or around campus. Every year, teachers are retrained on ways to recognize, address, and prevent bullying.

St. Raphael School recognizes the link between academic success and socio-emotional learning in students and encourages teachers to pursue training that highlights this link. As a result, more than half of the school's classroom teachers have been trained in the Responsive Classroom program, and the school is prepared to pay for more classroom teachers to pursue the same certification.

The ADW provides low-cost course options to help teachers fulfill continuing education and recertification requirements. Teachers are also empowered to seek out their own professional development opportunities. In addition, St. Raphael School supports teachers financially in their pursuit of advanced degrees and state certification.

Ongoing teacher professional development occurs at St. Raphael School during beginning and end-of-year teacher work days and weekly staff meetings, where teachers are trained in implementing the year's strategic vision, using technology in instruction and assessment, forming and instructing small groups, and other topics relevant to their work at the school.

4. School Leadership:

The principal of SRS plans, communicates, and executes the leadership role in a way that unites all major stakeholders in the school—pastor, parishioners, faculty, parents, and students—as they work together to

fulfill its educational mission.

St. Raphael's pastor entrusts the principal with overseeing daily school operations, guaranteeing a safe learning environment, and maintaining high academic standards. She ensures that the school adheres to the educational policies and procedures of the ADW. The principal meets regularly with the Parish Council and the Parish Finance Council, advocating for the integral role that the school plays in the life of the parish and communicating openly with these governing bodies about the school's health and vitality. The principal closely monitors budgets, keeping SRS affordable, accessible, and fiscally sound.

The principal belongs to the Elementary School Principals Association of the ADW and collaborates frequently with other school leaders. Internally, the principal supports the school board and meets with its members monthly to formulate policies and plans for the school. The principal also meets monthly with the Home and School Association to plan social and fundraising events, as well as to create service opportunities for students.

In addition to setting the school calendar and approving the school's extracurricular offerings, the principal works closely with the school's administrative team, an advisory group of teachers from the elementary, intermediate, and middle school levels that represents the faculty and helps the principal anticipate and resolve issues creatively and effectively. To safeguard that all faculty and staff are focused on the success of students, the principal leads biweekly faculty meetings, reviews lesson plans, visits classes, meets with students, and oversees the staff administrative team. The principal is always available to teachers, parents, and most especially, students.

Catholic identity is a primary focus of any Catholic school principal. St. Raphael's principal hires qualified professionals who teach to archdiocesan standards and live lives compatible with the Gospel. Under the principal's direction, these educators maintain the school's excellence in instruction. The principal tracks students' progress frequently and meticulously through formation and monitoring of small instructional groups, careful review of students' quarterly report cards, and leadership of the school's Student Assistance Team. Twice a year, the principal distributes report cards in individual meetings with every student and converses with all of them about their growth as students and as children of God.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

St. Raphael School’s unwavering focus on the formation of the whole child has been the irrefutable key to the school’s success. The mission of the school is to foster a strong sense of self-worth and build character in each of its students, enabling them to reach their full spiritual, intellectual, physical, and emotional potential. This holistic approach inspires and guides the school’s professionals as they interact with students every day.

Spiritual development is at the heart of St. Raphael’s work. From starting each school day in church at morning prayer—where the calming influence of devotion and quiet discussion helps students start every day with God in their hearts—to receiving daily religion instruction, to serving others in need, students learn to practice their faith and build a lifelong relationship with God. As a Catholic school, St. Raphael’s produces young men and women of sound Christian character who live what they believe.

SRS takes seriously its charge to advance each student’s intellectual development. The school prides itself on the customized education that each child receives through small-group and differentiated instruction. Low student/teacher ratios allow faculty to know students’ strengths and weaknesses and to meet them wherever they are academically. Students working below level, on level, or above level are all supported and challenged to realize their full intellectual potential.

With a daily schedule that offers substantial time for physical education, recess, and playtime, as well as regular movement breaks in the classroom, St. Raphael School builds healthy bodies in its students. The benefits of increased activity on learning are well documented, and students at St. Raphael—as shown by their academic success—are the beneficiaries.

The strong sense of family and community at St. Raphael School creates a space where students feel safe and valued, which in turn nurtures their sense of self-worth. Because every child is known and understood by almost the entire staff, no child can “slip through the cracks”—every student has an advocate. The school places a premium on cultivating emotional intelligence in its students, building in them self-awareness, self-regulation, empathy, motivation, and social skills that will lead them into productive relationships and fulfilling lives.

Although it is a challenge for a school to maintain a steady focus on the many facets of its students, SRS thrives in this arena. Staff and teachers are energized by the undertaking and are rightly proud of the results—a student body of the highest caliber.

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? \$9082
(School budget divided by enrollment)

4. What is the average financial aid per student? \$633

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? 40%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Scantron
Performance Series

Grade: 3

Edition/Publication Year: 2016

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	71
Number of students tested	22
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: Scantron
Performance Series

Grade: 4

Edition/Publication Year: 2016

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	91
Number of students tested	24
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: Scantron
Performance Series

Grade: 5

Edition/Publication Year: 2016

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	81
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. 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: Scantron
Performance Series

Grade: 6

Edition/Publication Year: 2016

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	90
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: Scantron
Performance Series

Grade: 7

Edition/Publication Year: 2016

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	89
Number of students tested	22
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: Scantron
Performance Series

Grade: 8

Edition/Publication Year: 2016

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	89
Number of students tested	23
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: Scantron
Performance Series

Grade: 3

Edition/Publication Year: 2016

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	72
Number of students tested	22
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: Scantron
Performance Series

Grade: 4

Edition/Publication Year: 2016

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	80
Number of students tested	24
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: Scantron
Performance Series

Grade: 5

Edition/Publication Year: 2016

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	84
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. 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: Scantron
Performance Series

Grade: 6

Edition/Publication Year: 2016

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	85
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: Scantron
Performance Series

Grade: 7

Edition/Publication Year: 2016

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	78
Number of students tested	22
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: Scantron
Performance Series

Grade: 8

Edition/Publication Year: 2016

Publisher: Scantron Global
Scholar

Scores are reported here
as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	80
Number of students tested	23
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: