U.S. Department of Education
2017 National Blue Ribbon Schools Program

[ ] Public or [X] Non-public

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

Name of Principal Mr. John R. West
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Peter's Elementary School
(As it should appear in the official records)

School Mailing Address 3310 Saint Peter's Drive
(If address is P.O. Box, also include street address.)

City Waldorf   State MD   Zip Code+4 (9 digits total) 20601-2359

County Charles

Telephone (301) 843-1955   Fax

Web site/URL http://stpetersschoolwaldorf.org   E-mail schoolprincipal@stpeterswaldorf.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 RyanW@adw.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Washington   Tel.   (301) 853-4590
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. Katy Pogranicy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

1. The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

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

1. Number of schools in the district   0 Elementary schools (includes K-8)
   (per district designation):   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 with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	12	8	20
K	12	18	30
1	16	14	30
2	14	16	30
3	10	21	31
4	18	14	32
5	15	14	29
6	16	12	28
7	8	17	25
8	12	15	27
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	133	149	282

4. Racial/ethnic composition of
   the school:

   <u>0</u> % American Indian or Alaska Native
   <u>12</u> % Asian
   <u>39</u> % Black or African American
   <u>8</u> % Hispanic or Latino
   <u>0</u> % Native Hawaiian or Other Pacific Islander
   <u>31</u> % White
   <u>10</u> % Two or more races
   100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: <u>1</u>%

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 *to* the school after October 1, 2015 until the end of the 2015-2016 school year	0
(2) Number of students who transferred *from* the school after October 1, 2015 until the end of the 2015-2016 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2015	274
(5) Total transferred students in row (3) divided by total students in row (4)	0.007
(6) Amount in row (5) multiplied by 100	1

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

   English Language Learners (ELL) in the school: <u>0</u> %
   <u>0</u> Total number ELL

7. Students eligible for free/reduced-priced meals: <u>1</u> %

   Total number students who qualify: <u>2</u>

8. Students receiving special education services: <u>0</u> %
   <u>0</u> Total number of students served

   Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>8</u>

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	2
Classroom teachers including those teaching high school specialty subjects	10
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>28:1</u>

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

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	98%	95%	91%	85%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes <u> </u>   No <u>X</u>

    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.

Saint Peter's School cultivates spiritual growth and academic excellence by anchoring students in Christian virtues.

St. Peter's School (SPS) was established in 1956 as a Catholic elementary school with 116 students. It is located near the border of two counties, Charles and Prince George's, in Southern Maryland. When the school first opened it was staffed by the Sisters of Charity of Nazareth. Due to a shortage of nuns later, the Sisters of Charity were forced to leave SPS in 1977. As the years went by, increased enrollment necessitated two classes per grade. Full day kindergarten was added in the fall of 1988 and a pre-kindergarten program was instituted in 2008.

The school began showing its age and losing students in the late 1990s, but regained momentum in 2008 with a change in the leadership of the school. By 2012, enrollment had stabilized and some much needed renovations began to take place. The sixty-year-old roof was the first major repair to be completed, at a cost of over $400,000, along with a new air conditioning system. During the summer of 2013, the computers, Wi-Fi, and cabling throughout the building were upgraded. In 2014, an aging building grant was secured to renovate two of the bathrooms and the lighting. During the spring of 2016, a new playground and fence was installed, and during the summer of 2016, a completely remodeled parking lot and new sidewalks from the school to the church were installed.

The school attracts students from a broad variety of ethnic and socioeconomic backgrounds due to its location and reputation. The full socioeconomic spectrum is represented with most students receiving financial aid (enrolling multiple children; being Catholic in the Archdiocese of Washington [ADW]; or qualifying for tuition assistance from the ADW, SPS, or the Catholic Business Association of Charles County). Socioeconomic differences are inconsequential, as students bond as one cohesive community. The majority of students are Catholic; some practice other faiths.

Parents play integral roles as leaders and supporters on committees and advisory boards, in classrooms, and through school activities. Distinctive cultural and business backgrounds bring a variety of perspectives, enriching the community. Teachers and staff are highly qualified, dedicated, diverse, and invested in students, going above and beyond what is required. SPS is blessed with an enthusiastic, positive, and determined principal. The administrative team provides endless support to students, faculty, and visitors, and has an exceptional relationship with the pastor, parish staff, and wider local community. This year SPS celebrates sixty years of educational excellence.

The Catholic tradition of SPS serves as the purpose, mission and vision of the school. The belief that Jesus is the reason for the school to exist, and that each person is created in the image and likeness of God, is worthy of respect, has unique gifts, and is called to an individual mission, is the heart and soul of SPS. Students know they are loved by God, teachers, and parents, creating a safe, joyful community. Living and teaching the Gospel message helps students develop faith-filled relationships with God and others.

SPS seeks to form leaders and role models through many avenues. Community service is often at the center of leadership opportunities. Older students are paired with younger students and together they form prayer partners. These prayer partner teams allow the older students to take a leadership role during Mass each week and also when they participate together in service projects. These service projects include monthly activities for various charities and projects raising awareness and responding to specific crises from around the world. The eighth graders also take leadership roles as the news crew for the televised daily program and in student government positions.

A rigorous standards-based curriculum with advanced opportunities prepares students for the challenges of high school and beyond. Instruction is research-based, informed by data analysis, varied to meet student learning styles, integrated with technology, and differentiated to accommodate a range of abilities. Addressing diverse learning styles is an ongoing professional development theme. A multi-disciplinary student assistance team monitors student progress and designs interventions. Teachers use flexible grouping, co-teaching and frequent varied assessments. Enrichment opportunities are available for middle school students during their elective hour each week. Students may choose to take electives in coding, drama, art, robotics, or advanced Spanish. Students are encouraged to participate in competitions against other students

in events such as the computer bowl, spelling bee, Catholic bee, Destination Imagination, Science, Technology, Engineering, Math (STEM) competitions and Daughters of the American Revolution contest. SPS students regularly come home with numerous county, state and national awards.

In 2011, SPS was re-accredited and commended for working in a continuous improvement model, a strategy which maintains the momentum of reflection and analysis. Accreditation by AdvancED through ADW requires that SPS formulate annual goals as part of a strategic plan in Catholic Identity, Academic Excellence, Affordability and Accessibility, and Governance.

1. Core Curriculum:

SPS's curriculum is based on ADW guidelines and standards. The school strives to meet the individual needs of a wide range of learning abilities using a variety of instructional methods and strategies.

Reading: At SPS students begin reading with a core reading program which is designed for students in grades Pre-K through second grade and complements the ADW's kindergarten standards. Beginning in the intermediate grades is the intertwining of vocabulary, grammar and reading. From third through eighth grade the reading program focuses on word recognition, fluency and vocabulary, comprehension, literary response and analysis, the writing process, writing applications, English language conventions and listening and speaking. Teachers differentiate instruction in reading by forming reading groups. When necessary teachers will request help for students who repeatedly score low on assessments. This request is made through the Student Assist Team (SAT), who meets regularly. Our middle school students also take part in the Charles County Spelling Bee. In the spring of 2015, SPS finished in second place among all schools in the competition.

Math: The SPS staff found it critical to provide a math program that lays a solid foundation that builds each year from kindergarten through Algebra I in the 8th grade. To support this, teachers use the same math program from kindergarten through 4th grade. Teachers differentiate by grouping students according to ability. To augment the math program and to provide both remediation and enrichment, SPS incorporated the Accelerated Math program, which allows teachers to identify students' ability levels and provides individual learners with math objectives that meet those levels. Finally, the principal has designated a "math hour" at the school during which time math is taught throughout the school. The math hour allows several elective teachers to provide additional assistance in each classroom. Another key strategy used is reinforcement through games and activities. Teachers use web-based resources for home access for practicing math and progressing through levels to achieve mastery.

Science: The curriculum includes disciplinary core concepts of life, physical, earth, and space science, while incorporating the applications of STEM. Instruction includes inquiry, research, modeling, discovery, and problem-solving through hands-on experiences. Students learn the scientific method early, and it is applied in the science curriculum through the 8th grade. Whether students are observing butterflies undergo their metamorphosis in the spring, or are examining life sources under a microscope, they are constantly faced with the challenge of thinking critically to develop a hypothesis and prove or disprove it. In addition to classroom curriculum, a retired engineer parent spends one hour per week with each grade 3-5, introducing different STEM projects.

Social Studies: Charged with being stewards of God's creation, students at SPS learn each day about the world around them. As early as kindergarten, students learn to compare objects of past and present, learn how to become responsible citizens, learn how people work to do different jobs to meet their wants and needs and learn about the geography of the world with an introduction of maps and globes. Second graders work with a variety of textbook readings and have class discussions to make real life connections. Social Studies in the fifth grade includes research and collaborative efforts in the study of the contributions of early American cultures and settlements. The middle school boasts a demanding social studies program that challenges students to develop their critical thinking skills, analytical skills, inquiry and participation in the democratic society. As a result, students develop an appreciation for true history by understanding bias, perspective, and historical context. Each year middle school students participate in the Junior American Citizens Contest (JAC), and they have earned national first place awards for the previous four years.

SPS offers a pre-kindergarten program for three- and four- year-olds. Explicit instruction is provided in religion, language arts, math, science, social studies, and art, using varied resources, including multi-sensory activities and differentiated lessons. As an indicator of the program's impact, the kindergarten teacher observes that these students tend to be early readers more often than students that come from other Pre-K programs.

2. Other Curriculum Areas:

Religion is the heart of SPS, and instruction is fully integrated across the curriculum throughout the school day. The goal of religion classes is to form disciples for the New Evangelization. Daily classes are held for all students, and the curriculum includes: knowledge of the faith, liturgy and sacraments, morality, prayer, education for living in the Christian community, and evangelization and apostolic life. SPS students meet or exceed proficiency targets on the annual Faith Knowledge Assessment. Religion is inherent across all other subjects. The religion curriculum is supplemented with faith formation opportunities including residential retreats, guest speakers and social justice projects.

Visual and performing arts: SPS has an award- winning band director who prepares students for competitions, not only amongst the Catholic schools but public schools as well. Many SPS students have gone onto perform in their high schools, colleges, and other avenues in life. The school also has a music and art curriculum that is taught by teachers accomplished in these subject areas. The art teacher teaches concepts that help students to not only create art but to respond to it as well, and engages students in community events such as creating ornaments for a hospice tree and participating in area art competitions. The music teacher is an accomplished actress and pianist who teaches a wide range of musical concepts ranging from creating and responding to music as well as musical performance. In addition, the music teacher teaches dramatic performance, techniques, and directs a Christmas program as well as a summer drama camp.

Physical education/health nutrition: The school has a full-time physical education teacher who provides instruction throughout the year in various ways pertaining to physical and nutritional health. Every class, Pre-K through eighth grade, participates in physical education twice weekly. The physical education teacher teaches concepts of living a physically active lifestyle through competency in fine motor skills and making healthy nutritional choices. Many of these concepts are taught through activities such as organized games, i.e. capture the flag or football. The school also plays in intramural sports competitions such as softball, soccer and volleyball matches. Team members are taught not only the rules of the game but the rules of fair and respectful competition. Leadership and conflict resolution skills are also taught for a healthy body and a healthy soul.

Foreign language: SPS is in compliance with the program's foreign language requirements. Spanish is taught daily to students at SPS. The Spanish teacher instructs students in various areas designed to help them be proficient speakers of the language by the time they graduate. Concepts taught include conversational Spanish, the interpretation of written and spoken Spanish on various topics, and a study of the Spanish culture. Spanish provides students with the ability to speak another language, which will provide many more opportunities in the future for employment as our society becomes even more global. A Spanish elective class was added for middle school students to help them test into higher levels of Spanish upon entry into high school.

Technology: Technology has been a top priority in the school for the past seven years. The school is equipped with two fully functioning computer labs with 32 computers in each. In all, over 220 computers are available for student instruction. Computer projectors are in all classrooms, 32 iPads are shared on a mobile cart, as are 62 tablets on two additional carts. There is a Smart Board in the kindergarten classroom as well as the computer lab and a Smart Projector in the third grade classroom. Teachers are encouraged and expected to use technology in daily instruction. Teachers use online classroom resources to communicate with students and parents as a way to make completing assignments easier and to streamline communication with parents. Students attend technology class once per week to learn about applications and software. In addition, the technology teacher supports the homeroom teachers by collaborating to ensure students are using technology to show their mastery of content taught by the homeroom teacher. Students make webpages, power points, brochures, and maintain an electronic portfolio while they are SPS students.

3. Instructional Methods, Interventions, and Assessments:

SPS uses formal and informal data and a variety of strategies and resources to reach all students. Lessons are planned using data from Scantron Performance Series Assessments (Scantron) which is given three times a year. Students are also tested at the beginning of each quarter with the STAR assessment tool in both reading and math. A full analysis of these test scores is done; then the data is used by teachers to immediately identify all students' instructional levels in both math and reading and to individualize instruction to help students improve and meet growth targets for the year.

1. **School Climate/Culture:**

The teachers are the greatest asset of SPS because they help instill the belief that each student is created in the image and likeness of God, called, chosen, and loved with unique strengths and gifts to be shared for a specific purpose for the greater good. Students are encouraged to act as role models and leaders, with the idea that all students can make a difference and influence others. SPS is committed to developing the whole person, in addition to academic achievement and providing a safe, nurturing atmosphere to learn. It is clearly stated in the SPS parent handbook that the school has a no tolerance policy for bullying and is a designated no bully zone on campus and online.

The student- run televised news show begins each day with a prayer, a fun trivia fact from the Bible, and the pledge of allegiance. Prayers are also offered throughout the day in individual classrooms, before and after lunch, and during the end of the day announcements. Student birthdays are celebrated with an appearance on the morning show, a special pencil, birthday song, and an out-of-uniform day.

SPS's Catholic teaching provides a positive, cohesive school culture, which was noted from the results of a recent Catholic identity survey among all stakeholders. Catholic traditions include weekly student Masses, first Friday rosary, sacramental preparation, and seasonal prayers such as Stations of the Cross. Catholic Schools Week is an annual celebration of the school's identity that strengthens the faith of the community.

Teachers are highly qualified, valued, and supported by the administration and one another. Each Monday morning begins with the faculty gathering for announcements and prayer. Additional grade level meetings are scheduled every Wednesday morning to discuss specific challenges for the particular grade level. The administration has an open door policy for faculty and is present throughout the school to support and demonstrate genuine appreciation for teachers in simple ways, such as personal notes and gatherings. When opportunities arise such as Teacher of the Year, teachers are nominated in order to receive recognition for their hard work. The principal encourages teachers to attend professional development and helps fund the expense through the use of Title II funds. Teacher birthdays are recognized and a teacher appreciation luncheon is held during Catholic Schools week. Teacher morale is high and is measured by the low turnover rate, with an average of one teacher change each year.

2. **Engaging Families and Community:**

SPS is a family in every sense of the word. This family includes administration, teachers, students, parents, and staff members who serve in other roles. SPS acknowledges the importance of communication, so to that end a good deal of time is spent on the communication process. A school newsletter is sent out via email weekly with upcoming events and other important information, and the school website and social media is also used to highlight events at the school and to spread information. On the school website each teacher has a classroom page highlighting the events of their classroom. In the event school is cancelled, the school information system is used to inform parents by phone call, text message, and email. The parent portal is used to inform parents of their students' progress, assignments, field trips, deadlines, and other events. The school lobby showcases a PowerPoint displaying upcoming events and highlights of past events via a large screen television.

When engaging families, it is also important to include events that help integrate them into the school community. At SPS there is no lack of events such as trunk or treat, Parent Teacher Organization (PTO) meetings, back to school night, new family mentoring events, Veteran's Day ceremony, grandparent's day, breakfast with Santa, math night, and band concerts. All of these events are designed to bring the school community together.

SPS is aware that it is important to connect with the community in which the school is located. To accomplish this, SPS participates in many of the county school competitions that are available. The administration also works with local public and private high schools in order to help SPS 8th graders

prepare for the next step. Often, businesses within the community come in and speak to families about their services, such as Camp St. Charles, a local summer camp. SPS supports local non-profit organizations within the community by donating items such as winter coats, shoes, or canned food. The administration is always looking for ways to network with the surrounding community in order to stay connected. The community at large stands by eagerly to receive SPS students as they graduate from SPS and go off to area high schools where they will continue to excel.

3. **Professional Development:**

Before the school bells ring for the first time each August, there are nine weekdays of professional development for a total of 36 hours. This represents five more days than any other school in the district. The administration chooses different professional topics each year. Topics are often chosen to help teachers deal with the changing demands of the classroom, always with the standards they are to be teaching in mind, such as differentiation, standardized testing, empathetic teaching, and technology. Providing this instruction to teachers will help to ensure student achievement and to constantly improve teaching strategies and methods used throughout the school. Each year the ADW holds an opening Mass. This is an important day for SPS teachers as they attend Mass with colleagues from across the ADW and are reminded of their mission as Catholic school teachers.

Throughout the remainder of the year, professional development opportunities are given at SPS, other locations, or online. Teachers attend two collaboration conferences held by the ADW for a total of sixteen hours of professional development. These collaboration conferences show the teachers what works and what does not, so they can apply these successful strategies in their classrooms. Additionally, each teacher formulates a professional development plan at the beginning of the school year based on individual growth goals which are approved by the principal. Teachers pursue a variety of opportunities to meet individual needs and participate in ADW programs, such as courses offered in unpacking the math standards, assessment team training, leadership academy, and other archdiocesan-wide workshops. Teachers share practices they have learned at faculty meetings.

Lastly, there are four scheduled professional development sessions scheduled for two hours each for a total of eight hours to be held at the school. These sessions are designed to meet the needs of the teachers so that they will have the information they need to excel as teachers. SPS teachers and staff members view themselves as lifelong learners. Professional development objectives are aligned with research-based practices, analysis of assessment results, and the goal of having highly qualified teachers. Most faculty members have or are pursuing a Masters degree or take graduate courses for certification.

4. **School Leadership:**

In any successful school, it is the leadership that sets the course for success. Our school leadership consists of the pastor of SPS, a principal, and one vice principal. Our pastor has been at SPS for one year. He meets daily with the principal, who is responsible for carrying out the mission of the school. The principal is a retired Marine Lieutenant Colonel and school teacher. He is a Maryland certified principal who has been at SPS since 2009. The Vice Principal is a Maryland certified teacher with a Masters degree in Leadership and Teaching, now in her eleventh year at the school. The principal's leadership philosophy is one of leading by example with empathy for student needs while holding people accountable, and reaching for excellence in all that is done at SPS. He believes in being fair, firm, friendly, and consistent. Being proficient in the responsibilities and duties of his office and accomplishing the mission is a top priority for the principal, as well as always doing the right thing, encouraging others, and never giving up!

As an archdiocesan elementary school, SPS is governed by the pastor and principal in accordance with the policies and procedures of the ADW. The principal is a member of the parish finance council and serves in consultative capacity to the pastor. The School Advisory Board (SAB) advises the pastor and principal in finance, policy, development, public relations, evaluation, facilities, and emergency preparedness in accordance with archdiocesan bylaws. The principal and one teacher representative also serve as members of the SAB. Due to the partnership between the school and the parish, the SAB has representation on parish boards and vice versa. SAB members are typically members of the parish and/or parents of children in the

school. Data related to student achievement is shared with all stakeholders. The SAB provides feedback and partners with the leadership to collaborate with the faculty in goal setting each year. SAB members participate in the strategic continuous improvement model embedded in the AdvancED accreditation process. All the while and through the example of our school leadership, we are cultivating future leaders in our student population. The school leadership models how to serve, and ensures that students receive opportunities to nurture and grow their leadership gifts and talents throughout the school year.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Three years ago the principal instituted the use of "houses" to encourage student success through competition and relationships with peers. The middle school students are divided into three houses, the house of St. Gabriel, the house of St. Michael, and the house of St. Raphael. Each house has approximately ten students from grades 6, 7, and 8. Throughout the quarter, the students of each house compete for points that will help their house be the winner at the end of the quarter. Students earn points by doing random acts of kindness, helping others, charity works, and other good behavior. Students can lose points by misbehaving or being out of uniform. Houses also work as teams to gain points. Team points can be earned by reading the most books in a quarter, mastering the most math objectives in a quarter, or winning a sport or academic competition. At the end of each quarter, the house with the most points wins the principal's trophy, a special field trip and the honor of having their house flag hung on the cafeteria wall for the quarter.

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 <u>X</u>   No

3. What is the educational cost per student? $<u>6608</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>2309</u>

5. What percentage of the annual budget is devoted to   <u>37</u>%
   scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>86</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

Test: Performance Series
Publisher: Scantron

Grade: 3
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Sep
SCHOOL SCORES	
Average Score	74
Number of students tested	30
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. African American	
Average Score	72
Number of students tested	16
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: The assessment results are from the fall test administration of the current school year (2016-17).

Subject: Math
Edition/Publication Year: 2012

Test: Performance Series
Publisher: Scantron

Grade: 4
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Sep
SCHOOL SCORES	
Average Score	73
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. African American	
Average Score	74
Number of students tested	13
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: The assessment results are from the fall test administration of the current school year (2016-17).

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2012

Test: Performance Series
Publisher: Scantron

Grade: 5
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Sep
SCHOOL SCORES	
Average Score	73
Number of students tested	28
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. African American	
Average Score	72
Number of students tested	10
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: The assessment results are from the fall test administration of the current school year (2016-17).

Subject: Math   **Test:** Performance Series   **Grade:** 6
Edition/Publication Year: 2012   **Publisher:** Scantron   **Scores are reported here**
                                                                        as: Percentiles

School Year	2015-2016
Testing month	Sep
SCHOOL SCORES	
Average Score	62
Number of students tested	27
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: The assessment results are from the fall test administration of the current school year (2016-17).

Subject: Math
Edition/Publication Year: 2012

Test: Performance Series
Publisher: Scantron

Grade: 7
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Sep
SCHOOL SCORES	
Average Score	67
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: The assessment results are from the fall test administration of the current school year (2016-17).

Subject: Math
Edition/Publication Year: 2012

Test: Performance Series
Publisher: Scantron

Grade: 8
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Sep
SCHOOL SCORES	
Average Score	67
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: The assessment results are from the fall test administration of the current school year (2016-17).

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Performance Series
Publisher: Scantron

Grade: 3
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Sep
SCHOOL SCORES	
Average Score	73
Number of students tested	30
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. African American	
Average Score	73
Number of students tested	16
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: The assessment results are from the fall test administration of the current school year (2016-17).

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Performance Series
Publisher: Scantron

Grade: 4
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Sep
SCHOOL SCORES	
Average Score	68
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. African Ameircan	
Average Score	67
Number of students tested	13
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: The assessment results are from the fall test administration of the current school year (2016-17).

Subject: Reading/ELA   **Test:** Performance Series   **Grade:** 5
Edition/Publication Year: 2012   **Publisher:** Scantron   **Scores are reported here as:** Percentiles

School Year	2015-2016
Testing month	Sep
SCHOOL SCORES	
Average Score	70
Number of students tested	28
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. African American	
Average Score	66
Number of students tested	10
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: The assessment results are from the fall test administration of the current school year (2016-17).

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Performance Series
Publisher: Scantron

Grade: 6
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Sep
SCHOOL SCORES	
Average Score	70
Number of students tested	27
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: The assessment results are from the fall test administration of the current school year (2016-17).

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Performance Series
Publisher: Scantron

Grade: 7
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Sep
SCHOOL SCORES	
Average Score	75
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: The assessment results are from the fall test administration of the current school year (2016-17).

Subject: Reading/ELA
Edition/Publication Year: 2012

Test: Performance Series
Publisher: Scantron

Grade: 8
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Sep
SCHOOL SCORES	
Average Score	69
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: The assessment results are from the fall test administration of the current school year (2016-17).