

# 2005-2006 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  
 Charter

Name of Principal Sr. Theresa Maugle, SSJ  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School  
Mailing Address 1237 Bethlehem Pike  
(If address is P.O. Box, also include street address)

Flourtown PA 19031-1902  
City State Zip Code+4 (9 digits total)

County Montgomery State School Code Number\* N/A

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I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Name of Superintendent\* Dr. Thomas F. O'Brien  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia Tel. (215) 587-3700

Name of School Board  
President/Chairperson N/A  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

N/A Date  
(School Board President's/Chairperson's Signature)

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

# **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind - Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. 6 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	15	14	29
K	12	13	25	8	14	10	24
1	11	18	29	9			
2	18	10	28	10			
3	16	3	19	11			
4	14	14	28	12			
5	18	11	29	Other			
6	11	15	26				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							237



10. Students receiving special education services: 0 %  
                     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 categories.

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

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>          </u>
Classroom teachers	<u>9</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>4</u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support staff	<u>1</u>	<u>          </u>
Total number	<u>14</u>	<u>6</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 1:26

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	96%	97%	97%
Daily teacher attendance	97%	99%	99%	98%	99%
Teacher turnover rate	1%	0%	0%	2%	0%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high)	%	%	%	%	%

## **PART III - SUMMARY**

The doors of Saint Genevieve School are opening. Children enter with books in their hands and smiles on their faces. Classrooms are inviting, with learning prompts filling the rooms and reference materials aplenty. Teachers greet the children and lessons begin with a prayer. Students are attentive and engaged. The youngsters read, write, calculate, respond, question and, every once in a while, exclaim, "Awesome!" They eat and socialize in the school's "restaurant" and play in a safe, well-supervised playground. The principal moves quietly among the teachers and students, listening and encouraging.

Encouragement is a hallmark of Saint Genevieve School. It emanates from a rich history of dedication to learning. Saint Genevieve School in Flourtown, Pennsylvania, a suburb of Philadelphia, is celebrating fifty years of vibrant spiritual life and academic growth as it looks forward to a promising future. The Sisters of Saint Joseph opened the school on September 9, 1955. Four Sisters began the auspicious undertaking of forging a school dedicated to building a faith community, cherishing the uniqueness of each child, and delivering a comprehensive academic program to the students. Today, two hundred thirty-seven students are enrolled in kindergarten through eighth grade in this equal opportunity school of the Archdiocese of Philadelphia.

Saint Genevieve School is filled with opportunities for growth. It cultivates and celebrates character, compassion, and commitment to excellence, values, community, and country. Picture Saint Genevieve School as a microcosm of learning where students, teachers, parents, and the community join to nurture the fledglings, strengthen the experts, and encourage one another to take initiative, work with diligence, and live with integrity. Students gather in groups large and small, use textbooks and technology, interact with teachers, mentors, librarians, and administrator to garner information, synthesize ideas, evaluate opinions, generate viable, educational products, solve problems, and create a life-long love of learning.

Character begins with a positive attitude, and an optimistic spirit is a part of every classroom and every member of the community. Students learn and grow in an atmosphere of respect, high expectations, responsibility, and trust.

Compassion flows from respect for others. Saint Genevieve students show their compassion frequently. A cheerful word and a kind deed are part of daily interactions. Service to others is evident in cards made for local shut-ins, the collection of books for partner schools, and the food and clothing drives for the needy across town and across the country. Students, teachers, parents, and friends collaborate not only to help others but to ensure that those they help retain their sense of dignity.

Commitment culminates in action and achievement. Saint Genevieve School fosters a commitment to values that goes beyond the confines of the school. Integrity, trustworthiness, cooperation, and persistence go with graduates as they continue studies, enter the work force, and contribute to the community.

The bell for dismissal rings. A subdued atmosphere is punctuated with exclamations of "Have a good day." and "See you tomorrow." Some students are homeward bound. Others move to the after-school program, CARES, or join with teachers for band practice, after-school clubs, or extra help. Teachers assess the day's activities and prepare for tomorrow's lessons.

As dusk falls and the doors of the school close, a sense of accomplishment pervades the atmosphere. Saint Genevieve School has spent another day working to fulfill its mission to enrich lives. It has taken another step to instill values and build skills for its students and to realize its vision of enabling every child to move forward and meet the challenges of the future.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

### 1. Assessment Results

Saint Genevieve School administers *Terra Nova, The Second Edition* Complete Battery Plus and *In View* standardized test to students in grades four through eight in the fall.

Students in grade two are tested in the spring using *Terra Nova, the Second Edition* Complete Battery Plus. Grade three students use *Terra Nova, the Second Edition* Complete Battery Plus and *In View*. Terra Nova is a national norm-referenced test. It was a decision by the faculty to test all students to track their progress from year to year. This allows for awareness and recognition of strengths and deficiencies of individual students and how it relates to classroom performance.

The reading test measures various objectives including basic understanding, analyzing text, word meaning, identifying reading strategies, evaluating, and extending meaning. The math segment measures sixteen objectives. The following is a brief list of some objectives: number and numerical relations, computation and estimation, geometry and spatial sense, patterns, functions, and algebra. Test results indicate that the students generally score above the average range in the areas of math and reading. The students' scores were above the school mean of NCE at 90%ile of National School norms as listed in the guidelines provided by the Council of American Private Education (CAPE). When reviewing the test scores it is indicative that student ability increases as progression is made from grade to grade.

Comparison scores across the diocese and in the county where the school is located, support the finding of significant progress, which means that obtained scores exceed the anticipated scores.

For additional information please refer to test data attachments.

### 2. Using Assessment Results

Saint Genevieve School uses assessment data to understand and improve student and school performance in a variety of ways. The students in grades two through eight are tested each year. The assessments are administered in the fall for grades four to eight, and in the spring for grades two and three. After assessment results are returned, curriculum coordinators and individual teachers work together to assess the specific areas for improvement. Curriculum coordinators then utilize results for purchasing materials that may support the learning process. Individual teachers use results to tailor their own strategic plan to address student needs. The teachers pride themselves on using the assessments to focus on areas of growth, rather than teaching to the test.

Results are also used to address patterns, which may occur from grade to grade or over many years. An example of this occurred during the 2005 school year. After reviewing Terra Nova results from the past five years, math curriculum coordinators noticed a pattern developing. After much discussion and thorough analysis, the committee decided that certain areas in the math curriculum needed reworking. The particular focus was on strengthening math computation in the early grades, to lay a more solid foundation in the middle grades. Teachers could then use materials more effectively and adjust lesson plans in accordance with findings.

Assessment results are also used on an individual basis. Saint Genevieve School provides students from grades four to eight to take part in an Honors Math program. The criteria for admission are quite challenging. One of the various components for acceptance is specific scores in certain areas from the Terra Nova testing results.

Administration and faculty work tirelessly to fine tune all areas of the curriculum. Using the wealth of insights from the assessment results gives both teachers and students an advantage.

### 3. Communicating Assessment Results

Saint Genevieve School communicates student performance and assessment data to parents, students, and the community in a variety of proactive ways. Communication of these results is specific and sensitive to its targeted audiences and is the responsibility of the principal, teachers, and students.

Communicating student progress and assessment results to parents is a school priority that is effectively accomplished through progress reports, conferences, report cards, Terra Nova results, and the school's website. The teachers at Saint Genevieve School write individual student progress reports and then conference with parents to discuss the students' strengths and weaknesses, as well as suggestions for improvement or continued success. At the junior high level, seventh and eighth graders are present for their parent-teacher conferences. Parents are also made aware of students' general classroom progress through Saint Genevieve's website. Parents and students can view classroom happenings, photographs, curriculum, and schedules for tests, projects, and reports. Teachers use *SchoolNotes* to post their grade levels' academic, social, and community outreach achievements.

Communicating success to the student is another priority at Saint Genevieve School. Student work is constantly updated and displayed in the hallways and classrooms. Written reports, projects, art work, and photographs are a daily reminder of the constant learning that students enjoy. Saint Genevieve School is also fortunate to have closed circuit television where students host a weekly school news program. Students use this forum as an opportunity to share prayer, class work, and accomplishments.

Saint Genevieve School communicates student progress and assessment results to the community by hosting Open Houses during the school year. The alumni and other members of the community can visit the school and see displays of student work past and present. The school's comparative study sheet is available for viewing through the Archdiocese of Philadelphia's Office of Catholic Education.

### 4. Sharing Success

Saint Genevieve School realizes the importance of sharing its successes with other schools and achieves this tenant through various ways.

The administrator attends monthly principal meetings where updates and information are shared among principals from other schools. Faculty members along with the principal are currently participating in the STACEE forum, Springfield Township Advisory Committee for Educational Excellence. This forum consists of representatives from public, private, and parochial schools.

Furthermore, the diligent faculty of Saint Genevieve School makes classroom happenings available online through the use of the *SchoolNotes* website. Here anyone can access daily and weekly happenings in each Saint Genevieve School classroom. The faculty webpages on *SchoolNotes* have received 27,450 hits as of December 9, 2005.

Faculty members share their successes in the community by assisting and guiding student teachers from local colleges and universities. Teachers also share their experiences by serving on the Archdiocese of Philadelphia's Curriculum Committees. Another way Saint Genevieve School shares its success is by the principal and faculty members serving on other schools' Middle States Re-Accreditation Committees.

Saint Genevieve School's technology coordinator/teacher shares the success of this school by facilitating technology workshops for teachers throughout Montgomery County. In addition, workshops are offered to teachers who work in the schools Archdiocese of Philadelphia. These workshops cover an array of topics such as *How to Use a Smartboard*, *Utilizing Inspiration and Kidspiration in the Classroom*, *Thematic Integration and Lesson Planning*, and *Electronic Gradebooks*. Faculty members give teacher and parent presentations and serve as guest



speakers to various groups including the annual National Catholic Education Association (NCEA) Conference.

## **PART V - CURRICULUM AND INSTRUCTION**

Saint Genevieve School's curriculum is based on the guidelines of the Archdiocese of Philadelphia and the Pennsylvania State Standards. As a school, which espouses an integrated curriculum and thematic approach, art, music, physical education, library, and technology augment and support the core curriculum areas.

The religion curriculum is centered on the Catholic faith formation of the child, beginning with Baptism and developing into adulthood as a life-long process. Through participation in prayer, liturgy, sacraments, and scripture study, students are taught to proclaim and live the Gospel of Jesus Christ. Christian values and social justice are developed in the student by mentoring, encouraging, and supporting the student through spiritual, intellectual, and social service programs.

The math curriculum focuses on the mastery of skills, which include, but are not limited to, geometry, measurement, algebra, basic computation, number and spatial sense, and problem solving. Teachers emphasize "hands-on" math by using a variety of manipulatives at all grade levels. Math application, as it relates to the real world, is also a focus as students learn to apply math skills to real life situations in and out of the classroom. Saint Genevieve School meets the needs of its accelerated learners by offering an Honors Math course for students in grades four through eight. There are specific entrance qualifications for this program.

A "hands-on" approach is also used with the science curriculum so that students can discover and study life, earth, and physical science. With a fully operational science lab filled with grade leveled science kits, the students enjoy experimenting and applying scientific principles. Students can also tie in technology through innovative computer microscope software and through visual interactive laser discs, *Windows on Science*. Offered as a new after school program this year, the Robotics Club designed, built, and programmed a robot for which the students earned a second place trophy for research in a local competition.

Through a comprehensive social studies curriculum, students develop social skills and knowledge for today's multicultural, interdependent world. Students develop citizenship skills and social consciousness by learning about history, geography, government, and world cultures. They use these skills to make connections to their surrounding communities, the world, and its people. Students have always taken an active role in community and world affairs. Examples of this include visits to area retirement homes, organization and collection efforts for the Tsunami and Katrina victims, and donations to local needy families.

The language arts program is integrated to include reading, listening, speaking, spelling, phonics, and grammar, while emphasizing the writing process. The carefully chosen reading series contains high interest stories and novels by awarding winning authors that allow the student to make connections to self, text, and the real world. The various reading genres offer a springboard for writing about literature across the curriculum. The school library is a place where students cultivate library skills that lend themselves to the enjoyment of reading, researching, and learning. The school also offers a Reading Olympics Club where students read various types of literature and then participate in competitions with area schools.

The art and Spanish classes compliment the school's basic core curriculum. The art program allows the students to express themselves through a variety of mediums, while still instructing the students on specific concepts and skills as developed by the true masters. Students go to the art room to paint, sculpt, and create pieces of work that are integrated with the school's thematic curriculum. The Spanish program, progressing from kindergarten through eighth grade, focuses on vocabulary, pronunciation, basic conversational skills, and an appreciation for the Spanish culture.

## **2a. (Elementary Schools) Reading:**

Reading is of prime importance at Saint Genevieve School. The reading/writing curriculum corresponds to the vision of the Archdiocesan Language Arts Committee by being an integrated program which focuses on students becoming independent, comprehensive readers, writers, listeners, speakers, and thinkers. The structure of the reading/writing curriculum is based upon the premise that children learn best when they are able to make connections and see relationships. Using the integration of reading, writing, listening, speaking, and thinking, students are engaged in a comprehensive literacy program that consistently explores the relationship between language, learning, and thought. In kindergarten through fourth grade classrooms are self-contained, creating a natural setting for language integration. A reading series is used to develop phonetic skills, vocabulary, language mechanics, sentence structure, and spelling while exposing students to a variety of genre. Although departmentalization begins in grade five and continues through grade eight, block scheduling as prescribed by the Archdiocese of Philadelphia is used for Integrated Language Arts and each Integrated Language Arts class is taught by the homeroom teacher, ensuring that the components of the reading/writing curriculum are not taught in isolation. In addition to a reading series, students in grades five through eight develop their reading and writing skills by delving into novels and trade books. This serves as a springboard for writing in response to literature as well as writing across the curriculum. The writing process is used throughout the grade levels and students use the computer as a word processor in the writing of original creative pieces. In addition to the school library and the technology center, each classroom has a library, reference books, and several computers to foster the development of library, research, and reference skills. While walking through the hallways of Saint Genevieve School, the work proudly displayed is indicative of the fact that there is a great emphasis on the reading/writing connection.

## **3. Mathematics, Science, Art, Etc.**

Saint Genevieve School's math curriculum is taught in accordance with Pennsylvania State Standards and the Archdiocese of Philadelphia Guidelines. Teachers expound upon and develop mathematical subtopics as students progress through the curriculum. Students are taught to see in their own world the real-life applications of numbers, estimation, measurement, algebra, and geometry to name a few. Math does not only occur within the confines of a classroom. Students are taught to see mathematics everywhere. Saint Genevieve students are taught that numbers affect people's lives including their own.

Teachers design instruction under the premise that each student will realize his/her potential in math given sound instruction and the desire to learn. Hands-on manipulatives, technology programs, visuals, cooperative learning, journal writing are some strategies teachers use to meet the multiple intelligence needs of its students. Another way Saint Genevieve meets the mathematical needs of its students is through the Honors Math program. Upon meeting specific criteria, students with advanced mathematical capability are placed in this program. The Honors Math program is designed to engage and enrich students further in the study of mathematics.

The math curriculum is aligned with the school's mission in several ways. First, the math curriculum along with the mission of the school requires the pursuit of excellence. The school encourages and challenges its students to discover and learn. Secondly, as a Catholic school, part of our identity is a call to be of service. A way this can be accomplished is realizing that the world needs problem solvers. Problem solving is not just answering word problems in a textbook; it is a way of mathematical thinking. By acknowledging this, math can and does take on more significant meaning not only for students but for teachers as well. The mathematics curriculum strives to instill in its students the desire for the pursuit of excellence and the aptitude to emerge as problem solvers.

## 5. Instructional Methods:

In Saint Genevieve School, student involvement is at the center of instructional methods. Learning theory, an understanding of multiple intelligences, and a realization of the need for social interaction are the underpinnings of the faculty's instructional techniques. Saint Genevieve School integrates and connects learning under the umbrella of a thematic approach. Teachers combine direct instruction, demonstration, questioning, and class discussion with brainstorming, inquiry, discovery, simulation, role-playing, learning center activities, and cooperative pursuits. Guest speakers, videos, interaction among grades, and field trips sprinkle instruction with a savory spice. Students create journals, logs, surveys, and concept maps to deepen understanding and solidify recall. They read and research in the library, sing, clap, and sway to rhythms in music class, develop agility and precision in gym, and create with a multitude of artistic media. With ubiquitous technology, students become engaged learners using computer applications to produce documents, generate graphs, and create presentations. Kindergartners through eighth graders use the Internet to explore current events, seek information, join a virtual excursion, collaborate in online projects such as "EarthKAM," read stories for and by children, and engage in interactive games. Teachers and students share information using laptops, projectors, and whiteboards. Classrooms are filled with books, manipulatives, calculators, and student created dioramas, posters, puppets, and models. Learning permeates the school as students participate in the SGTV television station, newspaper, yearbook, band, and robotics club, where they write scripts, news articles, and commentaries. Student Links on the school website (<http://www.stgens.com>) and information posted on teachers' *School/Notes* extends learning beyond the Saint Genevieve School walls. Like the gleaners in Jean-François Millet's painting, Saint Genevieve School strives to gather and use a variety of instructional methods that encourage students to become involved in their own learning as analytical thinkers, critical readers, effective writers, creative problem solvers, and informed decision-makers.

## 6. Professional Development

The faculty at Saint Genevieve School avail themselves of numerous opportunities for professional development. Locally, statewide and nationally faculty attend workshops, seminars, graduate classes, and participate in a number of professional engagements for further development. Some of the workshop topics include: technology in the classroom, reading and writing, curriculum methods, differentiated teaching styles, attention deficit disorder, and other educational issues. The Archdiocese of Philadelphia's Office of Catholic Education provides an in-service day with a national speaker each academic year. This year the speaker and topic were Charlotte Danielson and her *Frameworks for Teaching*. The state of Pennsylvania has enacted Act 48 Professional Development for all teachers, where teachers are required to accrue 180 hours in professional development topics that will support classroom teaching and student learning. The Montgomery County Intermediate Unit also provides a menu of workshops in a variety of areas for teachers. Nationally, teachers attend curriculum conferences that will enhance student growth and development. Faculty serve as members on visiting teams for the Middle States Accreditation for Elementary Schools while others attend colloquiums offered by schools which provide materials that will enhance their class work. Professional reading is key to current topics in education such as social justice, multicultural education, differentiated instruction, and multiple intelligences. Each faculty member is part of a curriculum team for a curriculum area and meets with other teachers of the same subject area and the principal. New ideas, concepts and techniques are shared at faculty meetings. Funding for professional development is secured through state provisional funding, grants, and Saint Genevieve Home and School Association.



<b>VII Assessment Results</b>								
				<b>Saint Genevieve School</b>				
				<b>Assessment Data-without subgroups</b>				
				<b>Terra Nova, CTB/McGraw-Hill</b>				
				Copyright, 2001				
				2002-2003		2003-2004		2004-2005
				October		October		October
Month tested				October		October		October
Grade 8								
Reading				88		89		86
Mathematics				89		88		88
Number of students tested				20		28		29
Percent of total students tested				100		100		100
Number of students excluded				0		0		0
Grade 6								
Reading				82		83		78
Mathematics				86		88		80
Number of students tested				24		28		29
Percent of total students tested				100		100		100
Number of students excluded				0		0		0
Grade 4								
Reading				78		76		82
Mathematics				80		66		81
Number of students tested				25		26		29
Percent of total students tested				100		100		100
Number of students excluded				0		0		0
Month tested				March		March		March
Grade 2								
Reading				87		80		80
Mathematics				94		76		82
Number of students tested				29		26		18
Percent of total students tested				100		100		100
Number of students excluded								
The Archdiocese of Philadelphia requires only grades 2,4,6,and 8 to be tested.								
All scores are reported as percentiles.								