

**2004-2005 No Child Left Behind - Blue Ribbon Schools
Program**

U.S. Department of Education

Cover Sheet

Type of School: Elementary

Name of Principal: Dr. Grace Viere

Official School Name: Charlottesville Catholic School

School Mailing Address: 1205 Pen Park Road
Charlottesville, VA 22901-3111

County: Albemarle

School Code: N/A

Telephone: (434) 964-0400

Fax: (434) 964-1373

Website/URL: www.cvillecatholic.org

E-mail: gviere@cvillecatholic.org

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.

_____ Date _____
(Principal's Signature)

Name of Superintendent: Ms. Diane Bialkowski

District Name: Diocese of Richmond

Tel.: (804) 359-5661

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: N/A

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 N/A
(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 of 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 2004-2005 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 1999 and has not received the 2003 or 2004 *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.

10. Students receiving special education services: 3%
11 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u>	Autism		Orthopedic Impairment
	Deafness	<u>4</u>	Other Health Impaired
	Deaf-Blindness	<u>6</u>	Specific Learning Disability
	Hearing Impairment		Speech or Language Impairment
	Mental Retardation		Traumatic Brain Injury
	Multiple Disabilities		Visual Impairment Including Blindness

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>1</u>
Classroom teachers	<u>20</u>	
Special resource teachers/specialists	<u>1</u>	
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>4</u>	<u>1</u>
Total number	<u>28</u>	<u>3</u>

12. Average school student-“classroom teacher” ratio: 15:1

- 13.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	98%	98%	97%	98%
Daily teacher attendance	98%	96%	98%	97%	97%
Teacher turnover rate	90%	95%	94%	100%	75%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III- SUMMARY

Located in the foothills of the Blue Ridge Mountains in Charlottesville Virginia, Charlottesville Catholic School reflects the surrounding area's emphasis on history, tradition, and appreciation for education. CCS, a regional Catholic school affiliated with the Diocese of Richmond, challenges individuals to grow in knowledge, character and spirituality. Faith and knowledge encompass the mission upon which CCS was established and continue to be key facets of the daily educational experience.

The vision for CCS began with three mothers in the Charlottesville community who wanted a Catholic school that would provide an excellent education in a faith-filled, nurturing environment for their children. The school opened in the basement of a synagogue in the fall of 1996 with 32 students in kindergarten through second grade. Rapid growth and remarkable success were hallmarks of its first few years. In October of 1999, a ground-breaking ceremony was held at the school's permanent location. The school came to fruition just three years after its conception, demonstrating the faith the diocese, community, and families had in the founders' vision.

Through this vision, Charlottesville Catholic School's mission statement was crafted. It states, "The Charlottesville Catholic School provides a safe, caring, and creative education community. Rooted in the Gospel of Jesus Christ and the Traditions of the Catholic Church, the school challenges the whole person to develop his/her God-given gifts."

CCS currently is an institution of faith and education for approximately 300 students from pre-kindergarten through eighth grade. Students hail from the city of Charlottesville and Albemarle County, as well as five neighboring counties. Though predominantly Catholic, families of other religious backgrounds comprise the student body. CCS families all have one thing in common: they choose to send their children to CCS because they believe in the school, the teachers, and the education their children receive.

The teachers, like the families, support CCS 's mission. The diverse educational and professional backgrounds of the faculty contribute to providing an excellent learning experience. Faculty members provide enrichment for students through co-curricular activities such as student council, athletics, music, drama, and the National Junior Honor Society. Demonstrating a commitment to the school's mission, many teachers choose to enroll their children at CCS.

Charlottesville Catholic School envisions expanding its program to include a high school and to continue increasing the student body and faculty. Coupled with the current academic success and rigorous course of study, this will enable CCS to prepare students for their future endeavors.

The mission of CCS is to provide a superior education rooted in the Gospel and Traditions of the Catholic Church. Educational experiences extend beyond academics, and students develop their character through learning responsibility, honesty, and integrity. The teachings of the Catholic Church provide the moral framework of the education that is provided at CCS. Faith and knowledge built CCS and continue to define it as a leader in education.

PART IV- INDICATORS OF ACADEMIC SUCCESS

An Analysis of Charlottesville Catholic School's Standardized Test Results

1. At Charlottesville Catholic School, the Terra Nova Standardized Assessment, a nationally norm-referenced test, is administered annually to grades one, three, five, and seven. The test measures both student aptitude and achievement. A comparison of these two scores provide a more detailed picture of students' ability and performance. Results of the assessment are shared with parents through the "Home Report" which uses bar graphs to illustrate the student's standing on a national percentile scale. The test provides information about the student's level of mastery ranging from none to partial to complete, and his/her performance in comparison to the range of moderate mastery. To enhance this information, a cover letter is sent to help parents understand more clearly how to interpret the results.

During the past three years, students at CCS in grades three, five, and seven have consistently scored above the 90th percentile nationally on the Terra Nova. In 2004, for example, third grade students attained a mean score of 74% in reading. Fifth graders scored in the 71st percentile, and seventh graders attained scores in the 76th percentile. Similarly, in math, the school's third grade mean score was 75%, fifth grade students scored in the 65th percentile, while seventh grade students scored in the 65th percentile.

Within the Diocese of Richmond, Charlottesville Catholic School students have also shown impressive performance. In the past three years, scores in both reading and math have consistently ranked above the diocesan mean percentiles. The staff and administration are particularly proud of these results, given that the school has only been in existence for 8 years, while the majority of schools in the diocese have a long-standing history.

A comparative analysis of Terra Nova scores within the school over the past three years reveals that the school's performance has been relatively even, with mean percentile scores consistently in the top ten percent of the national scores. In the fifth and seventh grades, reading scores have steadily increased. These results indicate that the school's language arts program is successful in accomplishing its goal of producing strong readers and writers. Scores in math decreased slightly in the fifth and seventh grades. One possible explanation for this decline is that as the school population increases, students with a wider range of abilities take the test. Neither the changes higher nor lower were significant, however.

Charlottesville Catholic School draws its students from a broad geographic area surrounding Charlottesville ranging from rural to suburban. With a few exceptions, the majority of students come from middle to upper middle income families in which a high value is placed on education. The number of students with identified disabilities is less than 4 percent.

How the School Utilizes Its Assessment Data

2. Each spring, results of Terra Nova testing are reviewed by classroom teachers as well as administration. The overall strengths and weaknesses in the specific skills of reading and math are identified at each grade level. By analyzing trends, teachers specify target areas for improvement the following year and adjust the focus of their instruction accordingly. Similarly, administrators review the information to determine adjustments that may be needed in the curriculum, topics for teacher in-service, and areas that may need monitoring. Scores of individual students are also reviewed. Students who have obtained low scores in particular skills are referred to the resource teacher who provides remediation, while those with exceptionally high performance may be recommended for enrichment. In middle school, students who score in the 97th percentile or above on either the reading or math tests are invited to participate in the Johns Hopkins Center for Talented Youth program by taking the SAT.

In addition to standardized testing, teachers use both formative and summative assessments in the form of checklists, tests, and projects, throughout each grading period to monitor student progress. At the beginning of the year, each teacher administers inventory tests in the areas of reading, math, and language arts to help determine present levels of performance. Communication regarding student levels of performance also occurs in the spring when teachers in each grade attend "bridge meetings" with the grade above and below them to discuss particular needs of specific students. Finally, incoming students are given an initial assessment to help determine how their skills align with their grade peers at CCS. This information coupled with documentation from the previous school is used to determine placement and serves as a baseline to measure future progress.

How the School Communicates Student Performance

3. Charlottesville Catholic School excels at communicating student performance. The parents and the students at CCS benefit from weekly, monthly, and yearly feedback. The school community receives continuous feedback on student performance in a variety of ways.

Teachers connect with parents and students in the forms of monthly Outstanding Outreaches and weekly Friday Folders. The outreach program includes telephone calls, e-mails, or personal visits from teachers to CCS families about positive academic, social, or behavioral performances of students. Families learn about student performance via the Friday Folder. Friday Folders contain informal performance assessments,

comments on academic, social, and behavioral progress, weekly graded and non-graded papers, and letters from grade level teachers highlighting the progress of the class as a whole.

Formal communication occurs throughout the year in various formats. Mid-quarter progress reports go home in subject areas that need attention at the primary levels and in every subject area in middle school. At the end of each quarter, teachers utilize weekly assessments and mid-quarter reports from the period to compile and send home report cards. This provides the parents and students with an overall view of what is being achieved in each subject area.

CCS administers the Terra Nova to students and communicates the scores to the parents, students, and community. The administration constructs a letter to families involved in the Terra Nova. The letter includes directions on how to read student scores and a report of how CCS students performed as a school community. This letter may be followed up with individual conferences upon request. Reports of performance on these assessments are presented to the CCS Home and School Association, the School Board, and the local radio stations. Members of the community access the performance of the CCS student body via the CCS website.

CCS teachers and administrative staff are instrumental in the communication process to parents, students, and the community. They are available for conferences at any time during the school year. This complements the faculty standard to respond to parental or student correspondence within 24 hours. Communication from the administration and faculty is a part of the daily routine and high standards at CCS.

How the School Shares Its Successes With Other Schools

4. Charlottesville Catholic School shares its successes with other schools in various ways. Through articles in local newspapers such as *The Daily Progress*, the school's achievements are shared frequently within the Charlottesville community. A local television station reports CCS's successes on morning and evening news programs throughout the school year.

Charlottesville Catholic School has partnered with The American Leadership Foundation, a non-profit organization dedicated to instilling and renewing the values of leadership in all Americans. The Foundation's mission is to inspire and nurture honorable leadership by promoting vision, courage, perseverance, responsibility, and character. In conjunction with Charlottesville Catholic School, the foundation has created the Learning Through Leadership initiative which provides a Leadership Minute, a daily message aired on local radio stations. Each message is designed to inspire and guide its listeners by offering commentary that discusses leadership attributes that can be utilized in daily life. At the conclusion of each minute, a brief overview of CCS's successes, such as standardized test scores, are shared. CCS presents these Leadership Minutes because these same values reside within the hallways and classrooms of the school. Leadership and character development are synonymous with Charlottesville Catholic School.

CCS also shares its accomplishments with other Catholic schools within the Diocese of Richmond. Principals meet quarterly during the school year to share and exchange information about successful practices and programs. Administrators and faculty members serve as members of *Design for Excellence* teams that assist in the re-accreditation process of private schools throughout Virginia. These opportunities provide the faculty occasions to share CCS's best practices with other teachers on a diocesan level. In addition, teachers are awarded stipends or scholarships to attend professional development workshops where they have the opportunity to expand their experiences and share their knowledge.

PART V- CURRICULUM AND INSTRUCTION

Overview of the School's Curriculum

1. Charlottesville Catholic School employs a core curriculum that has as its primary goals the acquisition of both fundamental skills and higher-level analytical abilities. It provides a framework for a highly integrated, challenging, and diversified course of study that is followed in all grades from kindergarten through eighth grade. The curriculum includes instruction in language arts, mathematics, science, social studies, and religion.

In addition, the curriculum is supplemented and enhanced by instruction in art, music, technology, physical education, and library resources. Finally, remedial resources and gifted resources are available to students to help them strive for excellence according to their specific needs.

CCS students benefit from frequent cross-grade and grade-level teacher collaboration which ensures that students receive a consistent, incremental, and comprehensive education. This collaboration is implemented effectively in the writing component of the language arts curriculum, which emphasizes both basic and higher-level skills. Students begin writing in kindergarten, create fictional stories and book reports in first grade, and refine their skills in second through fifth grade by writing across the curriculum using a variety of styles and voices. Underlying the entire writing program is an emphasis on grammar, parts of speech, spelling, and punctuation.

The Charlottesville Catholic School curriculum continues this emphasis on language arts at the middle school level. All students in grades six through eight receive language arts instruction eight class periods per week (divided into separate literature and English/writing classes) and four or five class periods per week in one of several foreign languages. To supplement and enhance the language arts program, all sixth grade students are required to take an "Introduction to Foreign Language" course in which they review structural grammar and syntax, principles of inflection, and etymology in Graeco-Romance word families. All seventh grade students are required to take a course in Latin in which they study principles of Latin grammar and vocabulary, declensions of nouns, conjugations of verbs, and agreement of modifiers and predicates. All eighth grade students receive instruction in a foreign language and choose between Latin and Spanish.

As in the area of language arts, teachers implement the math curriculum by collaborating not only with their grade-level partners but with teachers in the grades both above and below the level they teach. The elementary school curriculum focuses on computational skills, problem-solving with logic and word problems, algebra, interpreting graphs and data, and understanding mathematical concepts through manipulatives. At the middle school level, students in sixth grade are placed in either a standard or advanced level math; in seventh, in a standard math or pre-algebra class; and in eighth, in a standard math, pre-algebra, or algebra class. This differentiation and small class size (no math section contains more than 15 students) helps students strive for excellence and attain their maximum potential. Students in the middle school continue to focus on computational skills, analytical skills (with the inclusion of self-created word problems), and use of manipulatives to introduce and reinforce mathematical concepts.

CCS integrates technology into the core curriculum in kindergarten through eighth grade through the inclusion of technology education in the primary grades and regular use of laptop computers with wireless access in the middle school. In the middle school, students create power point presentations; create and implement spread sheet programs; use the internet to take virtual tours, access interactive sites to reinforce mathematical concepts, and view great works of art at galleries around the world; and have the option of taking a course in which they design, create and edit a digital video program.

All CCS students receive instruction in art at least once each week. The art instruction focuses on the communication of ideas and feelings through visual images and is directly related to the students' instruction in other core areas. For example, in fourth grade the students study Virginia history, and this curriculum is enhanced by the art instruction in which they create three-dimensional paper portraits and dress in period clothing. In addition, the arts curriculum in the middle grades supplements both the math and social studies curriculum. For example, students create geometric shapes and study American artists while they are studying American history. This cross-curricular collaboration among the faculty further strengthens students' academic experience.

Overview of the School's Reading Curriculum

2a. Charlottesville Catholic School adopts a comprehensive approach to teaching reading. Our diocesan curriculum standards and school curriculum are integrated and focus on oral communication, written communication, auditory and visual skills, word and language patterns, strategic thinking with literature, media, and critical thinking and study skills.

CCS teachers at all levels facilitate background building and prior knowledge exploration before guiding

students through weekly reading anthologies. Teachers facilitate read-alouds in which teachers introduce students to weekly concepts through poetry, fables, and other genres. Classes engage in cognitive development through oral discussions, impromptu plays, and illustrations that recreate each read-aloud selection. Once a background is built, shared stories are read by students with teacher guidance in integrating weekly reading strategies. These reading strategies, such as making predictions, cause and effect, and story elements are introduced in the early years of elementary school and then revisited and built upon in the upper elementary and middle school grades.

After reading weekly anthologies, teachers meet with students at various reading levels. Small groups are homogeneously created to offer support in the weekly reading concept, skills, and vocabulary. During small group instruction, teachers provide extension activities across the curriculum that draw upon the concepts and skills presented in the anthologies. Whether teachers refer to extension activities as “workshops” or “centers,” students apply their reading skills to science, math, social studies, and religion.

Throughout the week, teachers integrate language patterns, word patterns, and written communication skills related to the weekly units. Students manipulate words, sentences, and paragraphs to explore word patterns such as consonant blends, vowel sounds, and prefixes and suffixes. Students construct journal entries, letters, essays, stories, and interviews to make connections to weekly anthologies. Middle school teachers use classic stories and novels to expand upon the concepts of communication. They facilitate these processes through mini-lessons, manipulatives, and student exploration.

CCS provides an integrated approach to reading by building on prior knowledge taught in previous grades. In addition to exploring weekly anthologies through reading, discussion, and analysis, teachers offer weekly study tips and skills to enhance student performance on informal and formal assessments.

Overview of the School’s Religion Curriculum

3. In keeping with the mission statement of Charlottesville Catholic School, the religion curriculum is essential to both the skills and knowledge passed on to each child. The word “religion” broken down into its Latin components, *re-ligio*, means “re-tying”. The religion curriculum serves to help children tie together all their life experiences within the context of faith.

At Charlottesville Catholic School, religion is taught not just in religion class but also across the entire curriculum. Community and service to others are cornerstones of the Christian faith and both concepts create a binding force within the school. These shared beliefs, taught in all classes and experienced by all students regardless of their religious ideologies, emanate up and down the hallways. It may be seen in daily prayer offered for those who are hurt or are in need, or in the students’ increased kindness, respectfulness, and acceptance of all those with whom they come in contact throughout their day.

Children learn to appreciate all that God has created, especially their God-given gifts as well as the gifts God has given to people around them. They share their time and talents with animals at the local SPCA and work with The City of Charlottesville Parks and Recreation Department to ensure that local environment receives the attention it deserves. The children visit residents living in nursing homes and bake pies for the local clergy. This increased awareness of others is imperative in teaching the children to be caring, responsible citizens who respect and serve each other throughout the world.

The religion curriculum helps students at Charlottesville Catholic School make sense of all things that happen in their lives and in the world. It provides opportunities for teachers and students to discuss tragedies and sadness through the context of their beliefs. It also enables them to see the goodness in the world and to be thankful for those blessings in their lives. At Charlottesville Catholic School the students are provided with not only the education necessary to be successful, but also with the values and lessons that are central to help them grow to be respectful, compassionate individuals. Faith and education go hand in hand at Charlottesville Catholic School. With both components, the goal of preparing students for their future is complete.

Instructional Methods Used at Charlottesville Catholic School

4. The Charlottesville Catholic School faculty utilizes a varied approach in its instructional methods to address the diverse learning styles of its students. The instructional methods include a myriad of in-class strategies and use of community resources, including guest speakers and educational field trips, all of which serve to improve student learning by imparting information and skills in a variety of ways.

The teachers at CCS excel at recognizing the uniqueness of students' learning styles and therefore, a variety of in-class instructional methods are provided at every grade level. In the lower elementary grades, much of the instruction involves hands-on activities, including the use of mathematics manipulatives, scientific experimentation, and hands-on projects associated with the social studies, language arts, and science curriculum. In addition, students in the lower elementary grades are provided with a variety of instructional styles that address the needs of the visual, auditory, and kinesthetic learners. The cross-curricular approach at the upper elementary and middle school level allows students to make the necessary connections among the various academic disciplines and provides an opportunity to more fully integrate new skills and knowledge. At the middle school level, the teachers use a variety of in-class instructional strategies such as lecture (including a Socratic style), both small-group and whole-class discussion, hands-on activities, and cross-curricular collaboration.

The in-class instruction is supplemented and enhanced at all grade levels by a variety of community resources. CCS students benefit from guest speakers who teach lessons in leadership, bring awareness of third world issues and concerns, and provide community awareness at the local level. Lessons are often enhanced by information provided by experts that work at the University of Virginia including biologists, medical doctors, physicists, and geologists. Teachers also utilize re-enactors to bring to life various periods in our nation's history including participation in the centennial celebration of the Lewis and Clark expedition.

Charlottesville Catholic School excels at incorporating out-of-classroom learning opportunities for all of its students. Instruction at CCS is enhanced by the inclusion of well-planned, age-appropriate, educational field trips. The students in the lower grades receive instruction by visiting Monticello, the Jamestown Settlement, the National Zoo, the Virginia Marine Science Museum, and Poplar Forest. The middle school curriculum is supplemented with trips to the National Radio Astronomy Observatory, the Blackfriars Playhouse, the Virginia Capitol, and numerous Smithsonian museums. Additionally, the fifth through eighth grades begin each academic year with a field trip to a local physical fitness camp that provides instruction in meeting personal challenges, accomplishing physical goals, and fostering team-building skills among the students. In conjunction with the variety of in-class instructional methods and guest speakers, these field trips provide a well-rounded and diverse education for Charlottesville Catholic School students.

Charlottesville Catholic School's Professional Development Program

5. The teachers at Charlottesville Catholic School frequently take part in professional development opportunities which not only enhance their skills, but also improve student achievement. Opportunities for professional development at the diocesan level are provided at least twice a year. Topics of national interest such as school safety and differentiated instruction are featured. Teachers also have the opportunity to meet with grade level colleagues to share ideas and instructional strategies.

The administration at CCS shares in this Diocesan commitment to professional development. In recent years, several outstanding seminars and workshops were arranged for faculty in-services. The National PE Teacher of the Year presented an in-service on integrating kinesthetic skills into daily learning and classroom experiences. The resource teacher facilitated a workshop focusing on alternative teaching strategies to address the needs of students with learning disabilities and ADHD. The workshops presented to the faculty consistently respond to the needs of the students and teachers.

CCS faculty take active roles in utilizing their strengths to help other teachers. Teachers frequently make presentations on various topics at faculty meetings, sharing personal strengths and strategies on ways to accommodate the various learning styles of the students. For example, two teachers conducted an in-service about effectively using math manipulatives to enhance math instruction. When the school adopted a new reading series, teachers collaborated to discuss successful practices and alternative approaches to using the

series. Improvement in the school's test scores reflect the effectiveness of faculty collaboration.

Along with the teachers and administration, parents assist in providing opportunities for further professional development. The Home and School Association (HSA) makes available financial support for teachers to participate in workshops and conferences at local and national levels. The HSA also arranges guest speakers of interest to the faculty and school community. Professional development opportunities exemplify the school's dedication to excellence for its faculty as well as its students.

PART VI- PRIVATE SCHOOL ADDENDUM

1. Private school association(s): National Catholic Educational Association (NCEA)
2. (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)
3. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No ___
4. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4330</u> K	<u>\$4330</u> 1 st	<u>\$4330</u> 2 nd	<u>\$4545</u> 3 rd	<u>\$4545</u> 4 th	<u>\$4545</u> 5 th	
<u>\$4840</u> 6 th	<u>\$4840</u> 7 th	<u>\$4840</u> 8 th	<u>N/A</u> 9 th	<u>N/A</u> 10 th	<u>N/A</u> 11 th	<u>N/A</u> 12 th

5. What is the educational cost per student?
(School budget divided by enrollment) \$6171
6. What is the average financial aid per student? \$331
7. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5.3%
8. What percentage of the student body receives scholarship assistance, including tuition reduction? 18%

Charlottesville Catholic School
Assessment Data
 Terra-Nova
 CTB/McGraw-Hill
 2002-2003 copyright 2001
 2000-2001 copyright 1997

Grade 1

SCHOOL SCORE	April 2002	March 2003	March 2004
Mathematics	75.8	78.9	75.5
Reading	87	76.2	72.8
Number of students tested	42	40	42
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Grade 3

SCHOOL SCORE	April 2002	March 2003	March 2004
Mathematics	71	75.4	72.6
Reading	73	69.5	74
Number of students tested	42	31	33
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Grade 5

SCHOOL SCORE	April 2002	March 2003	March 2004
Mathematics	66.7	65.4	69.6
Reading	74.8	71.7	70.8
Number of students tested	35	30	37
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Grade 7

SCHOOL SCORE	April 2002	March 2003	March 2004
Mathematics	75.6	64.8	72.8
Reading	73.8	76.8	76.2
Number of students tested	19	16	21
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

Scores are reported as NCEs
 No students were excluded from the test