

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

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

Choice

Name of Principal Mrs. Valerie A. Garcia
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Blessed Sacrament School and Early Childhood Center
(As it should appear in the official records)

School Mailing Address 1417 W. Braddock Road
(If address is P.O. Box, also include street address.)

Alexandria VA 22302-2799
City State Zip Code+4 (9 digits total)

County City of Alexandria State School Code Number* N/A

Telephone (703) 998-4170 Fax (703) 998-5033

Web site/URL www.blessedsacramentcc.org/school E-mail vgarcia@blessedsacramentcc.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Timothy J. McNiff
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Arlington Tel. (703) 841-2519

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.

(Superintendent's Signature) Date _____

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

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.

(School Board President's/Chairperson's Signature) Date _____

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

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

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 on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
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

All data are the most recent year available. Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.

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

_____ N/A TOTAL

2. District Per Pupil Expenditure: _____ N/A

Average State Per Pupil Expenditure: _____ N/A

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. 8 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 | 38 | 51 | 89 | 7 | 11 | 13 | 24 |
| K | 10 | 18 | 28 | 8 | 9 | 19 | 28 |
| 1 | 16 | 11 | 27 | 9 | | | |
| 2 | 8 | 20 | 28 | 10 | | | |
| 3 | 14 | 15 | 29 | 11 | | | |
| 4 | 10 | 20 | 30 | 12 | | | |
| 5 | 13 | 14 | 27 | Other | | | |
| 6 | 8 | 15 | 23 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 333 |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 5 % Asian or Pacific Islander
 6 % Black or African American
 13 % Hispanic or Latino*
 76 % White
 100% Total

*** Fewer than 9 students in any subgroup.**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|------------|---|-----|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year | 4 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year | 5 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 9 |
| (4) | Total number of students in the school as of October 1 | 328 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | .03 |
| (6) | Amount in row (5) multiplied by 100 | 3 |

8. Limited English Proficient students in the school: 0 %
 0 Total Number Limited English Proficient
 Number of languages represented: N/A
 Specify languages:

9. Students eligible for free/reduced-priced meals: 5 %
 Total number students who qualify: 15*

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

***The school does not participate in a federally supported lunch program. Therefore, the estimate was derived from financial information supplied by FACTS, a tuition assistance assessment program. The 15 students qualify for full tuition remission.**

10. Students receiving special education services: 6%
21 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>5</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>4</u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u>1</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>1</u> |
| Classroom teachers | <u>9</u> | <u>11</u> |
| Special resource teachers/specialists | <u>4</u> | <u>3</u> |
| Paraprofessionals | <u>4</u> | <u>7</u> |
| Support staff | <u>3</u> | <u>2</u> |
| Total number | <u>21</u> | <u>24</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. ***Includes 5 teachers who left due to pregnancy.**

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 96% | 97% | 98% |
| Daily teacher attendance | 96% | 97% | 98% | 98% | 98% |
| Teacher turnover rate | 1% | 1% | 2% | 1% | 3*% |
| Student dropout rate (middle/high) | N/A% | N/A% | N/A% | N/A% | N/A% |
| Student drop-off rate (high school) | N/A% | N/A% | N/A% | N/A% | N/A% |

PART III – SUMMARY

The mission of Blessed Sacrament School and Early Childhood Center in Alexandria, Virginia, is *to create an educated community to serve Christ and one another*. The school provides a Christ-centered academic environment where the Catholic faith is taught, Christian values are developed as a way of life, and students are nurtured in their spiritual growth by participation in liturgy and prayer. BSS offers a quality academic program which emphasizes respect, courtesy, and genuine caring while cultivating the spiritual, intellectual, social, and physical development of each student.

The school is wholeheartedly committed to development of the total child and is staffed by dedicated, highly-qualified, and loving educators who see the involvement, commitment, and cooperation of parents as essential to the educational process. Accredited by the Virginia Catholic Education Association (approved by the Virginia State Board of Education), the school follows the graded course of studies established by the Diocese of Arlington and participates in the ongoing review of schools, known as Design for Excellence, to maintain a quality Christian education program.

The basic curriculum includes religion, reading/literature, language arts (including spelling and handwriting), mathematics (including algebra), science, social studies, foreign languages (French and Spanish), art, computer literacy, library and research skills, music, and physical education. Textbooks and materials are supplemented with state-of-the-art computer technology (including ActivBoards), art and music integration, field trips, guest speakers, and assemblies. Students with special learning needs utilize the services of a full-time resource teacher. Extra-curricular activities include student council, drama, band, safety patrols, chess, Scottish dancing, scouts, intramural sports, newspaper, and youth group. To accommodate both hectic family schedules and a rigorous academic program, a before- and after-school care program is offered for all students and a daily study hall is offered for students in grades 3-8 during the school day.

BSS's history is unique. The school was founded in 1948, but declining enrollment forced closure in 1972. Involved parents opened a small preschool in 1974. A kindergarten was added in September, 1975, and after consultation with the Blessed Sacrament Catholic Community parish council and Office of Catholic Schools, a K-8 school was approved. The parish council agreed to provide the building space, janitorial services, utilities, furnishings, and maintenance services. New church and school buildings were completed in 1988. The first graduating class celebrated commencement in June, 1991, a testament to the interest and support of all members of the community. BSS continues to welcome and encourage parental involvement.

The preschool and grade school, while separate entities, occupy the same building, share some of the same teachers, and encounter each other on a daily basis. A popular buddy program exists not only between students in different grades, but also between grade school and preschool students. More importantly, the educational philosophy embraced by both the preschool and grade school permeates throughout the school:

Children are endowed by God with an innate capacity to learn, a desire to explore and question, and an ability to understand concepts and master skills. Individuals learn best and thrive in an environment that recognizes and celebrates the unique reflection of God in each person.

Students learn in different ways and at different rates, based on their developmental level and their natural gifts and talents. Teachers provide opportunities to develop frameworks for problem-solving and for mastering effective study skills and strategies.

Children learn from adults and from one another. Teachers not only seek to be positive role models but also encourage the students themselves to provide superior academic and social models for the school community.

Blessed Sacrament School and Early Childhood Center's goal is to aid in the formation of individuals who think independently, continually seek to learn, and serve God and one another.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

A review of TerraNova test scores supports the conclusion that BSS students consistently attain scores that are nationally recognized by the NCLB-BRS. These scores reflect the hard work of BSS students and the continued commitment of BSS' highly-qualified teachers whose constant dedication to excellent instruction fosters student success. A further note of importance and pride is the fact that these scores include those students with special needs whose achievement scores are not eliminated from any data pool. Based on the data provided by the U. S. Department of Education, BSS consistently performs in the top 10% of the schools in the nation in reading and mathematics as measured by an assessment referenced against national norms in the highest grade in the last year tested.

The TerraNova Test of Achievements is administered annually under the guidance of the Diocese of Arlington Office of Catholic Schools. This is a norm-referenced test created by CTB/McGraw-Hill that nationally compares an individual student's performance with other students in the same grade. Annual assessments in Reading and Math provide measurable scores in reading comprehension, vocabulary, language mechanics, spelling, mathematical computation, and mathematical reasoning. Additional assessments in Science and Social Studies are administered to students in grades 4 and 6. The TerraNova uses percentile ranks to report the norm-referenced results. This means that when a student achieves a score of 76 in reading, this student has performed as well or better than 76% of the students their age nationally. Beginning in the 2004-05 school year, the TerraNova was moved to spring for the purposes of using scores to enhance long-range planning and curriculum adjustments.

Annual analysis of the TerraNova test data has been an effective tool for identifying areas of the curriculum needing additional support. Inconsistent growth in reading achievement scores propelled BSS to initiate an early intervention reading program in grades 2 and 3. Over a five year period from 2002 to 2007, BSS students demonstrated considerable growth in reading by consistently achieving percentiles that exceeded the "cutoff score." A 2nd grade achievement score of 83 in reading increased by 8 points to an April 2007 percentile score of 91 which further exceeded the reading "cutoff score" provided by the NCLB-BRS. Math scores for the past five years reflect similar patterns of consistent growth. Achievement scores in 7th grade continually measure within the 78th -82nd percentiles. Scores in this range meet or exceed the cutoff scores provided by the Department of Education NCLB-BRS for 2008. In all previous years the math scores in 6th grade have also met or exceeded the national average. Last year, the 6th grade scores dropped below this average for the first time. We have attributed this change to the introduction of a new math textbook series and the implementation of a new testing format. Greater familiarity with the textbook, the creation of a planning and implementation document, and new instructional strategies created by faculty teams are expected to restore these scores to their previous levels. Of note, continued achievement is also observed in 7th grade whose 2007 achievement score of 79th percentile in math exceeds the NCLB-BRS "cut-off score" of 77.

2. Using Assessment Results

Standardized test scores are reviewed each year by the Office of Catholic Schools with the BSS principal, testing coordinator, and faculty. Data obtained through annual assessments is dissected, studied, and reviewed to determine areas of weakness, growth, and strength for students. Teachers review achievement scores and organize the information into a framework of reference. A data sheet provides the teacher with an accurate record of achievement for every student.

Teachers review the instructional methodology and record honest reflections to identify areas of growth and strength for both student and teacher. Identified areas of need are used to create professional goals and teaching strategies. Student data sheets are provided to the following year's teacher. Faculty members discuss which instructional strategies were successful and identify alternative instructional approaches to best meet the needs of the students. Results are also used to identify students who need additional instructional support or remedial support in reading and math. Data received not only identifies grade 6 to 8 students eligible to participate in advanced math courses, but also identifies grades

2 to 8 students eligible for the Johns Hopkins University Center for Talented Youth. Students who score at or above the 95th percentile are invited to participate in JHUCTY. In the 2007 school year, 76 students, nearly half of the eligible student population, were eligible for JHUCTY based on their high achieving academic abilities.

Diligent analysis and review of annual student achievement profiles provides BSS with solid data that is used to refine, enhance, and maintain the program of study offered to students. Professional development, curriculum enrichment, and instructional materials are reviewed in order to determine what strategies can strengthen overall student performance and faculty proficiency. Working together, the faculty and staff of BSS continually strive to improve, strengthen, and maintain student performance.

3. Communicating Assessment Results

BSS supports frequent communication of student progress to parents. Eight progress reports are distributed annually. At mid-quarter, students receive an interim progress report for each subject area with teacher comments to assist in achieving success. Students also receive a quarterly report card.

Each spring students in grades 2-7 take the TerraNova Assessment. A comprehensive parent report is distributed. The principal and testing coordinator are available to discuss scores as needed. Last November, the Assistant Superintendent of the Diocese of Arlington visited our monthly Parent/Teacher Organization meeting to present an overview of the TerraNova testing program and information about how results are used to promote data-driven instruction. Testing results are included in the Design for Excellence report. This report is readily available to current and prospective parents in our school library. Testing results are also reported in PTO meetings and school newsletters.

Students in grade 8 take the High School Placement Test in December in preparation for admission to high school. Parent reports are distributed in January. In 2007 the PALS assessment, in conjunction with the University of Virginia, was administered to Kindergarten and 1st grade students. Results were reported to parents in November parent-teacher conferences. Students in Kindergarten also take the Metropolitan Reading Readiness Test in the spring. Results are reported to parents in conjunction with the final report card.

The quarterly academic honor roll recognizes students in Grades 6-8 who maintain grades of 85% or better and who meet the expectations for effort, social characteristics, and arts and skills. The St. Joseph the Worker Award is given quarterly in grades 2-8 to one student per grade who puts forth excellent effort. At graduation, students receive scholarship and service awards, including the Sr. Marita Ellis Award, named to honor the former principal of BSS.

4. Sharing Success

BSS shares success with other schools in a variety of ways. Teachers frequently serve on curriculum and textbook committees at the Diocesan level. Teachers share successful instructional techniques with area teachers at regularly scheduled sharing sessions, including an annual session using TerraNova testing data to target academic skills in need of improvement across the diocese.

Teachers are also frequent presenters at the annual Diocesan Institute, the annual meeting of new diocesan teachers of religion, and regular curriculum sharing sessions throughout the school year.

In 2001, Blessed Sacrament School was featured in the NCEA publication “Architects of Catholic Culture: Designing and Building Catholic Culture in Catholic Schools” by Timothy Cook. Best practices at BSS regarding the use of language to communicate values and mission as well as creating and displaying symbols reflective of school values and mission are included in the publication.

In addition to sharing success with other schools and with the greater academic community, BSS shares time, talent and expertise with Carpenter’s Shelter in Alexandria, Virginia, by way of our Collaborative Computer Campus, a project funded by generous grants provided by several foundations. The grants enable the school to share resources to include workstations, infrastructure, and training for the homeless who live at Carpenter’s Shelter. The equipment and training provided by BSS assist the participants at Carpenter’s Shelter to become viable candidates for the work force.

PART V – CURRICULUM AND INSTRUCTION

BSS offers a comprehensive, challenging curriculum based on the guidelines of the Diocese of Arlington. The Christ-centered faculty and staff collaborate to implement an interdisciplinary and integrated approach to education.

Religion permeates all areas of daily school life. Students participate in the sacramental life of the Church and live a life for love of God and neighbor. Service is an essential element of the school mission – students willingly and joyfully participate in service projects. In 2003 BSS received the Red Cross Humanitarian Youth Service Award for their ongoing support of Carpenter’s Shelter.

Reading/Literature and English/Language Arts incorporates receptive (listening and reading) AND expressive (speaking and writing) language arts. Reading/writing skills are taught daily and applied in all curriculum areas. Grammar and writing mechanics are taught in context and through formal instruction and practice. Teachers read regularly to students from different genres. Students spend some time each day reading silently. The 8th grade annually participates in the Diocesan Shakespeare Festival.

Mathematics/Algebra educates through exposure to new tools, communication media, and technology to solve cross-curricular mathematical problems. (Technology, however, is not a substitute for the understanding of concepts.) Mastery of computational skills is accomplished at the appropriate grade level. Development of critical thinking, reasoning, and problem-solving skills are in accordance with age-appropriate development of such higher-level thinking skills. Beginning in 6th grade, students are grouped according to mathematical aptitude and ability culminating in pre-Algebra or Algebra in grade 8.

Science explores and discovers the wonders of the world and the mysteries of the universe. Last year the 6th grade participated in the Harvard-designed online interactive “River City Project.” An annual Science Fair is held for 7th and 8th grade students.

Social Studies integrates Catholic Church social teachings and virtues through study of family/community/neighborhoods, map skills, U.S. and world geography, Virginia history, ancient civilizations, and U.S. history. BSS students in 5-8th grade compete in the school’s Geography Bee and some have advanced to compete at the state level.

Foreign Language teaches listening, speaking, reading, writing, and culture with emphasis on communication and also exposes students to the beauty and richness of other languages and civilizations. Students in grades K-8 have a choice of French or Spanish. Foreign Language is part of the 7th and 8th grade core curriculum and is taught four times per week, 45 minutes per class, which exceeds the requirements of the NCLB-BRS program.

Art stimulates students to think creatively, plan, attempt, evaluate, and work in a variety of media, tools, and technologies. Making and responding to works of visual art are interrelated and include perception, analysis, and critical judgment. Students have art class once per week. In conjunction with music and band, three Fine Arts Nights are held annually featuring student artwork.

Special Subjects

Computer Instruction presents and strengthens the skills needed to access, interpret, and synthesize information. Students have weekly computer instruction.

Music Instruction incorporates four “themes” of instructional objectives most conducive to music education: performing, creating, understanding, and connecting. Students have music class weekly. Middle school students elect either music or band once a week.

Physical Education emphasizes physical fitness as part of a healthy lifestyle, providing the opportunity for developing confidence, dignity and respect for self and others. Students have physical education classes twice a week.

Library Instruction supports research skills taught in the classroom by providing resources, expertise, and guidance. The library’s mission is two-fold: to give students skills to utilize available information and to expose students to a rich heritage of world literature so that reading will have a central place in their lives. Students have a weekly library period.

2a. Reading

Reading is the foundation of academic instruction in the elementary school and a life-long means of learning and personal enjoyment. Success in all areas of learning relies on competency in the four areas of language: reading, writing, speaking and listening. BSS recognizes that children have a variety of learning styles; therefore, a variety of developmental practices, including the study of phonics, word study, and use of quality literature appropriate to the child's maturity level are utilized. The implementation of a sound language arts/reading program is formulated, articulated, and integrated into each content area of the curriculum. This integration results in exciting cross-curricular projects (often in fine arts) which extend and enrich the lessons.

Reading and writing are taught together in grades K through 8 daily. Vocabulary and spelling are taught in context, rather than in isolation. Reading/language arts skills incorporate the concept of meta-cognition. Students are encouraged to self-correct, to develop habits of mind and study skills that foster independent learning, and to employ strategies for higher order thinking skills. Written composition includes practical writing (reports, papers) as well as creative writing and emerges from the reading/language arts program. It is essential in every subject area.

Reading/language arts instruction includes evaluation of television, movies, live theater, and other visual media. Instruction in the use of the library and book selection as well as use of technology is integrated into the reading/language arts program.

To ensure that every student reaches his or her potential in reading, two programs for at-risk emergent readers have been implemented: (1) Title I serves students in grades one and two to provide supplemental, small-group instruction; (2) the Soar To Success Reading Intervention Program (Houghton Mifflin), a daily reading program, helps students in grade 2 to develop fluency and comprehension skills in a small-group setting.

3. Additional Curriculum Area: Foreign Language

Recognizing the importance of exposure to other languages and cultures, BSS's foreign language instruction began in the 1970s. Due to the lack of quality elementary-level educational materials, both the French and Spanish teachers wrote their own textbooks and developed their own curricula, which served as a model for the Diocese of Arlington foreign language program. Exposure to both French and Spanish begins in Kindergarten. Students choose to concentrate their studies in either French or Spanish by mid-year in grade one. Students gradually increase the frequency of foreign language class, culminating in seventh and eighth grades where the classes meet four days per week.

The seamless integration of the foreign language program with other subjects goes beyond hallway art displays and celebration of religious holidays. Foreign language week is celebrated annually in the spring and includes an exhibit of student work, special announcements in both languages, and a Mass where prayers and songs are in both French and Spanish. For many students, the highlight of their foreign language experience is the 6th grade Renaissance Festival, which complements their social studies unit. A procession of appropriately-attired French and Spanish courts, each with a king, queen, and subjects (comprised of the sixth grade language classes) regally traverse the courtyard and hallways, meet and exchange formal greetings, and sit down to a grand banquet, complete with servants, troubadours, jesters, and other entertainment (seventh grade students).

All 8th grade students participate in French and Spanish national examinations. BSS students are frequently among those recognized for excellence in the nation. Many graduating BSS students qualify for the second year of foreign language in their freshman year of high school.

The foreign language program recently sponsored a project with Best Buy where BSS students participated in online chats with students in a school in France.

4. Instructional Methods

Blessed Sacrament School faculty and staff engage in a variety of instructional styles in order to meet the needs of its student population. In addition to the traditional instructional method of lecture and discussion, students are provided with many opportunities to learn and to demonstrate their knowledge.

Books on tape, internet access, small group instruction, individual and group projects, field trips, guest speakers, hands on science experiments, skits and songs, visual aids, writers workshops, Colonial Day, Renaissance Day, Foreign Language Week, and classroom learning centers are some of the tools utilized to ensure that the multiple learning styles of Blessed Sacrament School students are addressed.

In addition to promoting the use of differentiated instruction by the faculty, students are also encouraged to demonstrate their knowledge in a variety of ways. Throughout the year, students produce a variety of projects to display their understanding of subject material through a format of their choice, such as posters, skits, videos, PowerPoint presentations, or written reports. Further integration of the curriculum into the areas of music, art, and PE broadens students' understanding in such subjects as Foreign Language, Social Studies, Literature, and Science. To enhance learning for accelerated students, the school participates in the Odyssey of the Mind, a creative and competitive program in which students work in groups to create exciting projects.

Student work is proudly displayed throughout the hall and stands as an example of achievement for all the students. A full-time resource center provides additional instructional support for students with special needs. Instructional aides in Grades K-4 enhance the opportunities for small group and individual instruction throughout the school day. A partnership between upper and lower grades provides each student with an opportunity to mentor younger students, display their knowledge, and increase their self-esteem.

5. Professional Development

The focus of professional development is improved student performance. BSS is blessed with generous funds for staff development in the school budget which is enhanced by PTO funding. In addition to funding, the principal and parent community encourage professional development by providing substitute teachers and paid leave for these endeavors.

Over the 2007 summer, the administration and staff read and reflected on Ron Clark's book, *The Essential 55*. Inspired by this professional reading, the faculty formed a committee aimed at enhancing student success. The principal secured a grant to provide committee members the opportunity for further research of this instructional model. The members will visit the Ron Clark Academy in Atlanta, Georgia, in April, 2008, to observe first-hand the techniques used to improve student success.

Teachers regularly participate in workshops and take classes on brain research, word study, differentiated instruction, sensory processing topics, and relational aggression, among other topics. The knowledge is applied to the classroom and shared with colleagues during monthly meetings.

Recently, George Mason University sponsored a series of workshops to assist teachers in adapting the classroom for a student with Downs Syndrome.

In 2005, one of the preschool teachers was awarded the Outstanding Teacher of the Year Award in the Diocese of Arlington. Her work with a low-sighted student was successful due to professional development opportunities afforded to her.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school association(s): VCEA, NCEA, NMSA, NCTM, ASCD
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes x No _____

3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

| | | | | | |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| \$ <u>4431</u> K | \$ <u>4431</u> 1 st | \$ <u>4431</u> 2 nd | \$ <u>4431</u> 3 rd | \$ <u>4431</u> 4 th | \$ <u>4431</u> 5 th |
| \$ <u>4431</u> 6 th | \$ <u>4431</u> 7 th | \$ <u>4431</u> 8 th | \$ _____ 9 th | \$ _____ 10 th | \$ _____ 11 th |
| \$ _____ 12 th | \$ _____ Other | | | | |

4. What is the educational cost per student? \$ 5,226
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 273

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 9 %

PART VII – ASSESSMENT RESULTS

Assessment Data Referenced Against National Norms Subgroups Less Than 10 Per Class Blessed Sacrament School

Name of Test: TerraNova
Form, Year: Edition 1, CTB-5/1997
Publisher: CTB/McGraw Hill

| | 2007 | 2006 | 2005 | 2003 | 2002 |
|----------------------------------|-------|-------|-------|------|------|
| Testing month | April | April | April | Sept | Sept |
| Grade 2 | | | | | |
| Reading | 89 | 91 | 82 | 83 | 77 |
| Mathematics | 92 | 83 | 79 | 84 | 84 |
| Number of students tested | 28 | 28 | 27 | 38 | 30 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | -- | -- | -- | -- | -- |
| Mathematics | -- | -- | -- | -- | -- |
| Number of students tested | <9 | <9 | <9 | <9 | <9 |
| Grade 3 | | | | | |
| Reading | 95 | 84 | 83 | 81 | 87 |
| Mathematics | 80 | 79 | 74 | 88 | 88 |
| Number of students tested | 28 | 27 | 26 | 30 | 30 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | -- | -- | -- | -- | -- |
| Mathematics | -- | -- | -- | -- | -- |
| Number of students tested | <9 | <9 | <9 | <9 | <9 |
| Grade 4 | | | | | |
| Reading | 81 | 92 | 87 | 76 | 87 |
| Mathematics | 82 | 85 | 83 | 88 | 91 |
| Number of students tested | 28 | 23 | 25 | 20 | 30 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | -- | -- | -- | -- | -- |
| Mathematics | -- | -- | -- | -- | -- |
| Number of students tested | <9 | <9 | <9 | <9 | <9 |

| | 2007 | 2006 | 2005 | 2003 | 2002 |
|----------------------------------|-------|-------|-------|------|------|
| Testing month | April | April | April | Sept | Sept |
| Grade 5 | | | | | |
| Reading | 91 | 86 | 72 | 86 | 74 |
| Mathematics | 70 | 87 | 79 | 82 | 75 |
| Number of students tested | 24 | 23 | 27 | 30 | 27 |
| Percent of students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | -- | -- | -- | -- | -- |
| Mathematics | -- | -- | -- | -- | -- |
| Number of students tested | <9 | <9 | <9 | <9 | <9 |
| Grade 6 | | | | | |
| Reading | 80 | 70 | 90 | 88 | 93 |
| Mathematics | 82 | 82 | 80 | 83 | 84 |
| Number of students tested | 23 | 29 | 30 | 30 | 30 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | -- | -- | -- | -- | -- |
| Mathematics | -- | -- | -- | -- | -- |
| Number of students tested | <9 | <9 | <9 | <9 | <9 |
| Grade 7 | | | | | |
| Reading | 78 | 90 | 76 | 93 | 86 |
| Mathematics | 79 | 85 | 81 | 92 | 92 |
| Number of students tested | 30 | 29 | 25 | 30 | 29 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| Hispanic Students | | | | | |
| Reading | -- | -- | -- | -- | -- |
| Mathematics | -- | -- | -- | -- | -- |
| Number of students tested | <9 | <9 | <9 | <9 | <9 |