

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 Mr. Peter F. Schultz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. John Academy
(As it should appear in the official records)

School Mailing Address 6422 Linway Terrace
(If address is P.O. Box, also include street address.)

McLean VA 22101-4110
City State Zip Code+4 (9 digits total)

County Fairfax State School Code Number* N/A

Telephone (703)356-7554 Fax (703) 448-3811

Web site/URL www.stjohnacademy.org E-mail pschultz@stjohncatholicmclean.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 President/Chairperson N/A
(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.

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.*

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: N/A
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. 3 Number of years the principal has been in her/his position at this school.

N/A 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	10	10	20	7	5	9	14
K	15	11	26	8	11	6	17
1	11	15	26	9	N/A	N/A	N/A
2	15	17	32	10	N/A	N/A	N/A
3	9	16	25	11	N/A	N/A	N/A
4	9	13	22	12	N/A	N/A	N/A
5	17	14	31	Other	N/A	N/A	N/A
6	8	12	20				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							233

6. Racial/ethnic composition of the school:
 - 1 % American Indian or Alaska Native
 - 9 % Asian or Pacific Islander
 - 1 % Black or African American
 - 9 % Hispanic or Latino
 - 80 % White
 - 100% Total**

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: 1 %

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	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	233
(5)	Total transferred students in row (3) divided by total students in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: 8%
 19 Total Number Limited English Proficient

Number of languages represented: 5

Specify languages: Spanish, Korean, Vietnamese, Arabic and Russian

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

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.

10. Students receiving special education services: 14%
33 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>2</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>1</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	

*Twenty-three additional students qualify for services under the Arlington Diocese Accommodation Plan.

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>0</u>
Classroom teachers	<u>10</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>4</u>
Paraprofessionals	<u>1</u>	<u>9</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>20</u>	<u>14</u>

12. Average student-classroom teacher ratio: 23:1

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.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96%	95%	94%	94%	97%
Daily teacher attendance	98%	99%	99%	99%	99%
Teacher turnover rate	18%	13%	13%	13%	0%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A %				

PART III - SUMMARY

With *Faith, Knowledge, and Joy* as its motto, St. John Academy (SJA), a Catholic elementary school of 233 students, has welcomed and educated families from the Washington Metropolitan area for more than fifty years. These virtues encapsulate the SJA approach to education. Through faith, children are taught to believe that while they are unique, they are called to a series of relationships that include their family, school, and primarily, a personal relationship with a loving God. Knowledge includes the education of the entire person. Through joy, SJA desires to inspire in each child a love of learning, self-sacrifice, charity, and service to others in the Christian tradition.

SJA Terra Nova test scores have consistently ranked the school in the top 10 percent of the country, and graduating students are regularly accepted into the area's top private high schools. Throughout the school, emphasis is placed on the fundamentals of reading, writing and math. SJA provides Algebra I, and Latin in middle school as well as Spanish in grades one through eight. Both Algebra I and Spanish enable students to obtain high school credit. A resource center is available to support students who have learning or language difficulties. A part-time counselor is on hand to address issues as needed. SJA offers both pre-school and Extended Day programs. The excitement and enthusiasm found at SJA is centered on the children. Every decision is weighed against benefits to students and their learning. Key components to an engaging learning environment are the technologically updated classrooms with ActivBoards. These are complemented by state-of-the-art science and computer labs, a 14,500 volume library, and an art studio. A music room and gymnasium are housed in a separate building. Outside, a new playground has been installed.

SJA students participate in many competitions and have won first, second, and third place awards in the Virginia National Spanish examination, the *It's Academic* competition, the VFW's Patriot's Pen Contest, the Diocesan Spelling Bee, and the Diocesan Geography Bee. The school recently placed first in the Take Stock in Virginia Stock Market Game, and SJA band students have consistently received superior ratings in the Diocesan Band Festival.

The Spelling Club is open to Grades 5-8 and provides an opportunity for students to reach greater levels of competency in spelling. Study skills training is available to help students meet the demands of middle school and prepare for the increased rigors of high school. An enrichment program for the seventh and eighth graders allows students to refine their analytical and critical thinking skills.

Student growth extends well beyond the classroom. SJA students form the habit of service to others in many ways, including raising money for special projects in Kenya and Burkina Faso, collecting food and clothes for the needy in the Washington, D.C. and surrounding areas, and participating in events to honor U.S. soldiers. In addition, SJA sponsors an underprivileged student from South America. These experiences are enhanced through involvement with organizations such as George Mason University Center for Outdoor Education, SHARE, Alpha Omega Counseling Service, and Legionnaires of Christ.

SJA is proud of its faculty, many of whom have been instrumental in developing the diocesan curriculum in their area of expertise. SJA teachers attend professional development courses and continually assess their teaching practices. Teachers create goals for the year, which align with areas of need pinpointed by their incoming classes' Terra Nova scores, and share their strategies with the teachers who previously taught students in each incoming class. Inspiring and engaging lesson plans that support curriculum-based learning objectives are created by SJA teachers.

SJA is the first diocesan elementary school to form an athletic department. The program is grounded in the belief that both the soul and body are crucial components to the formation of the "whole" person. In its first basketball season, the boys and girls basketball teams competed successfully against area private schools. In addition, soccer and lacrosse are offered. These teams help promote spirit and unity.

Through *Faith, Knowledge and Joy*, SJA believes that it is imperative for every student to graduate with the academic skills necessary to become an effective member of society, and to possess the moral courage to follow his or her conscience as formed through the joint efforts of parents, church, and school. For over fifty years, SJA has successfully fulfilled these goals.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. St. John Academy’s Assessment Results in reading and mathematics:

SJA administers the Terra Nova Achievement Test (Terra Nova) by CTB/McGraw Hill. Terra Nova is a comprehensive test that measures individual and school achievement across a broad array of core curriculum areas, including reading and mathematics. The reading test measures the range of skills that includes reading comprehension, language expression, and vocabulary and reference skills. These are the skills necessary for effective communication. The mathematics test questions allow students to solve problems using different strategies. Computation, estimation, critical thinking and problem solving skills are all tested in the mathematics test. An Individual Profile Report (IPR) and a Home Report are supplied by CTB/McGraw Hill. The IPR report helps teachers assess individual student’s strengths and areas of need. It uses objectives-level (criterion-referenced) scores to help determine instructional priorities and norm-referenced scores to compare achievement with the norm group. The Home Report presents information for parents and guardians in an easy-to-understand format to assist them in understanding and becoming more involved in their child’s learning.

The Terra Nova has been administered at SJA since 1993. Testing was historically administered in the fall of each academic year. Beginning in the 2004-2005 academic year, SJA began administering the test in the spring, in conformance with the Diocese of Arlington, Virginia. The Terra Nova scores listed are based on the National Percentile of the Mean Normal Curve Equivalent (NP of the Mean NCE).

The test results serve as a testament to SJA’s dedication to academic excellence. The school has consistently achieved outstanding scores when compared to the average test scores of the other schools in the Diocese of Arlington, Virginia and when compared to national norms. Additionally, for grades three through seven (the grades for which a “cutoff” score was posted by the U.S. Department of Education), the school exceeded the 90th percentile “cutoff” score for every grade level. Finally, the results also reveal that four out of the five grades tested in both reading and mathematics achieved the statistical designation of “significantly above average,” as defined by the test publisher, with the other two results falling in the “slightly above average” category. Specifically for the seventh grade, reading and mathematics scores were 19 and 24 points above the 90th percentile of National School Norms. A summary of scores for grades 2-7 (all grades tested) for reading and mathematics is included in Section VII – Assessment Results. The test scores found in Section VII have not been disaggregated for any sub-groups, because no sub-group in any class represented 10 or more students.

Teachers use the results of the Terra Nova test as one of the determining factors in selecting students from seventh grade for the Algebra I program. Algebra I is a challenging high school level program for eighth graders. Students taking this course can obtain high school credit.

In addition to the Terra Nova test, teachers use the “Accelerated Reader,” an individualized reading program, to assess students in reading. Students set personal reading goals and then take a test which measures their comprehension of the reading material. SJA uses the Phonological Awareness Literacy Screening (PALS) in kindergarten and first grade. This test is used to assess students’ levels in phonics, vocabulary, and reading comprehension at the beginning of the school year. The test provides a baseline from which to measure each student’s reading progress and identifies instructional needs for individual students. PALS helps the early detection of reading problems and thus affords the opportunity to tailor literacy instruction to build a strong reading readiness foundation for reading success in all students.

2. St. John Academy's use of assessment results:

Each August, the headmaster dedicates a full day to reviewing the Terra Nova scores both with the faculty as a group, and with individual teachers. In this overall review, areas of need are noted as well as areas of strength. Teachers use this "Planning for Excellence Day" to meet with their colleagues in the grade above in order to share insights about the particular class, including its strengths, and to identify areas of opportunity for improvement. As the analysis is shared among teachers, strategies are specifically developed for classroom implementation.

SJA takes this process a step further. Any areas of need found on an incoming class's Terra Nova scores help teachers prioritize goals for the coming year. For example, teachers spend more time teaching problem solving if the data on the Terra Nova scores indicate problem solving to be an area of weakness for the class. Teachers set meaningful goals for the school year that are tailored to reflect a review of the areas of need suggested by the Terra Nova scores and to ultimately benefit students. Teachers, also, create lesson plans that inspire all students to become engaged in the lesson. Lessons that offer a variety of experiences, filled with meaningful learning objectives, are a constant at SJA.

That, combined with colleague assessments, provides a clear indication of goals for each particular class. These goals are assessed throughout the year via informal meetings and observation, as well as formal observations and mid-year meetings between the headmaster and each teacher. The current professional development plan also allows opportunities for teachers to collaborate with one another and attend seminars that will benefit students.

3. How St. John Academy communicates assessment results:

Parents receive the CTB (California Testing Board) Home Report that outlines the test results and provides contact information in case of questions. Last year, SJA had a PTO meeting with a Terra Nova testing expert from the Diocese to explain the results to parents.

Parents are updated regularly about their child's progress. In the lower grades, weekly reports, including graded tests and assignments, are sent to parents to apprise them of the week's accomplishments. At mid quarter, progress reports for all students are sent home to illustrate where each student is at that stage. This allows for remedial action if necessary. Student Assistance Plans are written when accommodations are needed. This plan is shared with and signed by the parent. A formal report is sent at the end of each quarter.

All parents meet with their child's teacher at the end of the first quarter to review student progress, and discuss Terra Nova results and class goals. Other conferences are arranged as the need arises. Parents are encouraged to meet with their child's teacher if they have questions or concerns.

SJA uses the weekly newsletter to chronicle accomplishments of individual students, classes, teams, and faculty. Parents and parishioners are invited to attend events such as Science Fair night and Fine Arts night, where they can observe the impressive work of the students. At the end of the school year, an awards ceremony celebrates student achievements. These awards include the Presidential Physical Fitness Award, Honor Roll Achievement Award, Perfect Attendance Award, and Geography and Spelling Bee Awards.

Eighth graders receive similar awards at their graduation luncheon. During the graduation ceremony, they are recognized before family and friends with awards for Character, Service, and Academic Excellence. These outstanding students are added to the SJA "Wall of Fame".

4. How SJA shares and will continue to share its success with other schools:

SJA welcomes visits from, and is happy to share with, faculty from other schools. SJA has hosted faculty from Korean schools on several occasions. The faculty meets with other Diocesan teachers two times per year to share strategies and experiences. At these meetings, teachers bring copies of effective

lesson plans to share with their colleagues during small group, subject-oriented sessions. Subject coordinators from various diocesan schools meet monthly to discuss projects and ideas that have worked successfully for them in the classroom. These groups also research the latest textbooks and material for use in the classroom.

Faculty members serve as members of the Design for Excellence teams that assist in the process of re-accreditation of private schools in Northern Virginia. SJA faculty has been involved in conducting Diocesan technology workshops for teachers and paraprofessionals during the summer and at the Diocesan Institute.

In the fall, SJA organizes an area-wide high school open house. Admissions counselors from the top private schools are invited to represent their respective schools. That evening, prior to the open house, a dinner is hosted – to provide an informal setting for the counselors to get to know the administration of SJA, and for the SJA faculty to build a relationship with the counselors. This is an opportunity to demonstrate the rigorous curriculum SJA provides. Throughout the year, SJA holds three to four open houses to recruit new students, and highlight the excellence of the school.

PART V – CURRICULUM AND INSTRUCTION

Curriculum: SJA curriculum courses follow guidelines developed by the Diocese of Arlington, Virginia, and reflect the school motto *Faith, Knowledge, and Joy*.

Religion: Emphasis is on the Faith as it is found in Sacred Scripture, as well as in the traditions and teachings of the Catholic Church. Weekly school Mass and daily practice of the virtues are important components.

The goal of the **Reading** curriculum is to have students become successful readers through understanding and appreciating fine literature. Phonics, spelling, grammar, comprehension, and writing are part of the daily activities in the lower grades. Creative writing, research projects, and oral presentations are used to enhance the curriculum. In **Language Arts**, basic writing skills, including grammar and punctuation, are emphasized with the students participating in a variety of activities including: journal writing, poetry, reports, plays, brochures, cookbooks and science projects. Students, working individually and in peer groups, learn editing and revising skills. Learning to listen and speak effectively is another important component of language arts. The **Library** offers programs including Battle of the Books for Grades 5-6, Bookworm Club for Grades 1-4, Junior Great Books for Grades 1-4, Accelerated Readers for Grades K-3, and monthly research questions for all students.

Mathematics is one of the core content areas taught to all students. Sequentially, they develop skills in understanding numbers and number sense, computation of whole numbers, decimals, fractions, percents, geometry, problem solving, probability, statistics, patterns, graphs, measurement, functions, and algebra. The curriculum is spiraled from K-5. This method helps the students to continuously review concepts already taught while learning new ones. The math curriculum in the middle school is a rigorous pre-algebra program with Algebra I in eighth grade for academically qualified students. The focus is arithmetic and the foundations of geometry. Students solve problems collaboratively and individually.

In **Social Studies**, students explore their own community, Virginia history, American history - from the founding of the country to the present, as well as world cultures, and world geography. Various learning strategies include purposeful reading, outlining, note taking, critical thinking, and discussion. The nation's capital provides opportunities for engaging and meaningful curriculum-related field trips.

Science: Through the use of hands-on inquiry and the scientific method, students explore components of all of the major scientific disciplines. Students in K-6 survey the general science areas. Seventh-grade science focuses on life processes, and eighth graders are introduced to chemistry and physics. Students in grades 5-8 are taught in the newly renovated science lab. Students in K-4 are provided supplemental laboratory experiences on a rotating basis. Field trips, visiting science demonstrations, a school science fair, and the Diocesan science fair, reinforce concepts emphasized in the curriculum.

Grades 1-8 learn **Spanish** by listening, speaking, reading and writing, with emphasis on oral skills. In class, students attempt to speak only in Spanish. The upper grades meet for four fifty-minute periods per week with the goal of further developing the ability to communicate in Spanish, pronouncing all sounds correctly, and using the basic grammatical structures needed to write short paragraphs.

The middle school **Latin** program fortifies grammar and vocabulary, increases clarity, and boosts preparations for tests such as the SAT. Students learn about the culture surrounding the language.

A project-oriented approach is used to cover the **Technology** curriculum, with a focus on integrating the classroom curriculum when possible. Students are well versed in the practical application of all the software they have used. Research, writing, and math skills are emphasized throughout the various projects.

The **Music** program is centered on the Ward method, which teaches all elements of music, including rhythm, pitch, notation, composition, and conducting through movement and singing.

The **Art** program emphasizes a cross-curricular approach. Various media and techniques are used to stimulate students to think creatively, and communicate their feelings and ideas.

Physical Education promotes and models lifetime wellness. Students are taught to respect their bodies and understand the importance of making healthy choices in the areas of eating and exercising.

2a. St. John Academy's reading curriculum:

SJA selects well-regarded and educationally sound publications for the Reading and Language Arts programs. Students in Grades K-5 use the McGraw-Hill reading series. Students in the primary grades are grouped by ability. Students meet each day with the teacher for guided reading instruction. At the same time, other small groups work independently, or with the classroom aide, to reinforce the skills taught by the teacher. Teachers in kindergarten and first grade have incorporated word study into their curriculum to strengthen and advance students' understanding of words. To strengthen reading comprehension, students use SRA kits and participate in the Accelerated Reading Program within their classrooms. Each class studies poetry and writes and performs plays. Book reports are assigned to teach such elements as plot, main character, and setting.

The middle school requires both literature and English, with a focus on word skills and grammar. The reading program in the middle school incorporates listening, reading, speaking, and writing. Integration of these four areas into all aspects of the curriculum is essential. SJA uses quality literature appropriate to the child's maturity level and has chosen the McDougal Littell series *Language of Literature*, which introduces a variety of genres.

Critical reading, writing, and thinking strategies are interwoven throughout the curriculum to help students build comprehension, and develop their writing skills. Word analysis, meaning, and etymology are taught in the context of the reading selection. As the year progresses, students learn to use prior knowledge to understand and assess the selections, and to employ strategies for higher order thinking. Instruction in the use of the library is integrated into the reading program. Written and oral book reports are assigned during the year, as well as whole class study of non-fiction and fiction books. Summer reading is required.

2b. N/A

3. St. John Academy's technology program:

The project-oriented approach to technology learning at SJA captivates the students and gets them more deeply involved as they improve writing, research, and math skills, as well as note taking. Students are actively engaged in learning the practical applications of software in a state-of-the-art computer lab complete with an ActivBoard. The projects are tied to the class curriculum wherever possible. First graders learn Word by keyboarding and illustrating a recipe book previously drafted in the classroom. Second graders research, learn note taking, and design a PowerPoint Presentation about Canada for their social studies class. Marketing companies with actual products to sell are formed by the sixth graders. Companies are responsible for electing officers, and designing business cards, stationery, promotional literature, and order forms. These companies actively sell calendars with original scenes from around the world and cards with photographs by the seventh graders. Students learn digital photography, desktop publishing, research skills, and Microsoft Office Professional®. All students independently navigate to the server to save and retrieve their work. Students learn computer hardware through hands-on activities, research and pricing of components needed to build their own computer.

Many religious projects are produced, interwoven with the school's Catholic identity. Third graders design saint cards for Saint Day and eighth graders write and format a 60-page book on their favorite saints prior to Confirmation. Science, art, and computer come together in the scientific eye-catching and informative Web pages created by seventh and eighth graders as they learn advanced HTML programming. Math skills are honed by eighth graders as they learn spreadsheets while discovering the real cost of owning a car. Several grades participate in the Stock Market Game, and learn the necessity of thorough research and careful investment of money. This year, the SJA fourth grade class won the Virginia Stock Market Game.

4. Instructional Methods to improve student learning:

Students are encouraged to achieve with activities designed to engage, challenge, and motivate students. Teachers take into account the age and developmental level of students as planning occurs. Terra Nova scores are thoroughly studied to determine which academic areas require further support. The Diocese of Arlington guidelines allow teachers to discern what prior teaching has taken place. Clear objectives are set, and instructional strategies are formulated that will help students achieve those objectives. Teachers collaborate to insure cross-curricular instruction.

Various methods of teaching take place as teachers appreciate the many learning styles of students, and are eager to adapt their lessons to meet these needs. Teachers use direct instruction -- including lecture, drills, and demonstrations -- or they act as facilitators for more student-centered learning. Discussion groups, literature circles, and laboratory experiments are examples that allow students to assume different roles within a group, and take ownership of their learning.

The strategic location of SJA is utilized when planning field trips. Students have visited the White House, the U. S. Capitol, the Smithsonian Museum, Luray Caverns, and Gettysburg to name a few.

Students engage in interactive learning as they work with peers on projects, participate in debates, and play games together. ActivBoards in all classrooms greatly enhance these interactive experiences. Simulations are also used to enhance the instruction at SJA. Third graders take on the role of important historical figures and hold a “wax” museum for the entire school to enjoy. Fourth grade replicates a colonial experience with a Colonial Day, complete with crafts and food from that period. Sixth graders make their own period items to trade at a Greek agora during their study of world history. The eighth graders become European immigrants at Ellis Island to further their appreciation of the experience of “new” Americans.

5. St. John Academy’s professional development program:

Over the last four years, SJA teachers have earned more than 3,800 hours of continuing education credits by attending classes, seminars, and institutes. Each school year opens with “Planning for Excellence” day, where teachers work together to identify areas of need. Teachers attend both the Diocesan Institute and the Summer Seminars, where they participate in classes about content area instruction, classroom management, and current educational research. During these sessions, teachers analyze and discuss the results of Terra Nova tests, giving teachers specific guidance for planning future instruction for individual students and for the entire class. Teachers participate in monthly, district-wide Special Needs Seminars, learning about specific strategies for meeting the diverse needs of students.

Teachers attend monthly, on-site staff development training where they focus on reflective practices, scrutinizing personal strengths and challenges and collaborating with colleagues on ways to improve instruction. Teachers take on-site computer technology courses and on-line computer tutorials to keep their technology skills current.

In the spring of 2007, SJA teachers embarked on an exciting professional development plan focused on improving instruction in the classroom. This multifaceted plan challenges the teacher to be a reflective practitioner always assessing and modifying as needed

Teachers new to the school are matched with experienced teachers, who provide support in the areas of curriculum, instruction, classroom management, and parent communication. Teachers participate in staff development trainings offered through local public school districts as well.

The Parent Teacher Organization has established a Professional Development Fund, which helps defray the cost of continuing education courses required for initial certification and recertification by the Commonwealth of Virginia, and the Diocese of Arlington. These funds permit teachers to participate in conferences offered by experts in various fields, and to collaborate with teachers from other districts.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): National Catholic Education Association, Virginia Catholic Education Association, Northern Virginia Diocese of Catholic Librarians, Catholic Library Association

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.)

Tuition Rates are the same for grades K – 8, but differ by family status

<u>Grades K-8</u>	<u>SJA Parishioners</u>	<u>Out of Parish</u>	<u>Other Faiths</u>
1 child	\$4,370	\$6,400	\$8,550
2 children	\$7,200	\$10,800	\$17,100
3 children	\$9,250	\$14,050	\$25,600
Additional children	no charge	no charge	No charge

4. What is the educational cost per student? \$6705.00
(School budget divided by enrollment)

5. What is the average financial aid per student? \$2335.00¹

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 35%²

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%³

¹ Actual education cost minus the tuition cost for one child.

² Parish subsidy as a percentage of the total budget.

³ St. John the Beloved Parish gives a subsidy to St. John Academy, as the tuition does not cover the actual cost of educating each child.

VII - ASSESSMENT RESULTS

ST. JOHN ACADEMY

Terra Nova
Edition 1, CTBS-5/1997
McGraw Hill

Scores are based on the National Percentile (NP) of the Mean Normal Curve Equivalent (NCE).
No students are excluded from the test.

	2007	2006	2005	2003 ¹	2002
Testing month	April	April	April	Sept.	Sept.
Grade 7					
Reading	83	84	86	90	77
Mathematics	85	84	83	83	85
Number of students tested	19	21	24	18	18
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
Grade 6					
Reading	75	86	86	88	79
Mathematics	70	89	86	87	85
Number of students tested	19	22	15	31	31
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

Grade 5					
Reading	71	81	78	76	80
Mathematics	74	79	88	86	83
Number of students tested	24	29	20	28	28
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
Grade 4					
Reading	80	84	84	81	78
Mathematics	78	81	72	84	77
Number of students tested	31	25	24	25	25
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

**ASSESSMENT RESULTS
ST. JOHN ACADEMY**

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No students are excluded from the test.

	2007	2006	2005	2003	2002
Testing month	April	April	April	Sept.	Sept
Grade 3					
Reading	90	86	75	74	78
Mathematics	87	71	70	78	81
Number of students tested	23	30	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
Grade 2					
Reading	75	83	78	79	81
Mathematics	61	71	71	76	75
Number of students tested	26	25	30	24	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

*Scores for subgroups were not disaggregated because subgroups in every grade were fewer than 10 students.

ⁱ The Terra Nova test was not administered in the fall of 2004. The next test was administered in the spring of 2005.