

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

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

Name of Principal: Mr. David E. Conroy, Jr.

Official School Name: All Saints Catholic School

School Mailing Address:
9294 Stonewall Road
Manassas, VA 20110-2545

County: Prince William State School Code Number*: NA

Telephone: (703) 368-4400 Fax: (703) 393-2157

Web site/URL: www.allsaintsvaschool.org E-mail: conroy@allsaintsva.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Sister Bernadette McManigal, BVM

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

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: NA

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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.

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

Does not apply to private schools

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. 13 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	33	21	54	7	15	21	36
K	29	28	57	8	17	15	32
1	32	28	60	9			0
2	31	28	59	10			0
3	28	31	59	11			0
4	27	27	54	12			0
5	29	25	54	Other			0
6	24	33	57				
TOTAL STUDENTS IN THE APPLYING SCHOOL							522

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
9 % Asian
2 % Black or African American
6 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
72 % White
10 % Two or more races
100 % **Total**

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

7. Student turnover, or mobility rate, during the past year: 4 %

This rate is 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.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1.	514
(5)	Total transferred students in row (3) divided by total students in row (4).	0.037
(6)	Amount in row (5) multiplied by 100.	3.696

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 10

Number of languages represented: 2

Specify languages:

Spanish, Korean

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 8

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 free and reduced-price school meals 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: 3 %

Total Number of Students Served: 14

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

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>2</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>3</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>14</u>	<u>8</u>
Total number	<u>40</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	97%	96%	96%	96%
Daily teacher attendance	98%	94%	97%	97%	94%
Teacher turnover rate	17%	21%	21%	7%	18%

Please provide all explanations below.

Teacher pregnancy and long-term illness have impacted the rate of daily teacher attendance. Similarly, teacher retirement and pregnancy, as well as the transient nature of the region, account for the existing teacher turnover rate.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

With Christ as the center of our lives and empowered by the Spirit, All Saints Catholic School promotes faith formation and academic excellence within a safe, nurturing, and welcoming community. The curriculum offers students a balanced program that fosters spiritual growth, intellectual challenge, physical development, and social responsibility. While the academic curriculum is vitally important, the emphasis placed on character development is even greater. Through activities rooted in a comprehensive Virtues Curriculum students are encouraged on a daily basis to develop habits of respect, kindness, reverence, self-discipline and compassion.

Founded by the Benedictine Sisters of Bristow in 1957, All Saints enjoys a reputation of fifty years of excellence in Catholic education. The 50th Anniversary milestone provided an opportunity for the parish to celebrate the legacy of the school and its contributions to the local community. In recognition of the success of All Saints, the school was awarded a Proclamation from the City of Manassas in September 2007.

As a parochial school in the Diocese of Arlington, All Saints serves families registered in the largest parish in the Commonwealth of Virginia. As the demand for Catholic education has increased, the enrollment in the school has risen to more than five hundred students.

Located in the City of Manassas, a suburban community of the Washington Metropolitan region, the school population is generally comprised of middle class families. With the significant influx of immigrants in Manassas, the school has become increasingly diverse in recent years with a marked increase in Hispanic and multiracial populations. The school also enrolls foreign students from Korea whose families seek an environment of academic rigor and English language immersion.

Through the generosity of the parish and the hard work of the Parent Teacher Organization, the students and faculty of All Saints enjoy access to state-of-the-art technologies. Each of the classrooms in grades Pre-Kindergarten through eight is equipped with an ACTIV Board, an interactive electronic whiteboard system onto which teachers project computer images and lessons. These tools have enlivened delivery of instruction and empowered teachers to effectively integrate technology across all areas of the curriculum. *Now in the third year of ACTIV Board implementation, All Saints remains one of the most technologically advanced schools in the Manassas region.*

Much of the academic success of the program at All Saints can be attributed to the commitment of the faculty to reflective teaching practices. When student performance in math was deemed lower than expected, the faculty engaged in collaborative dialogue to identify strategies to boost student learning. As a result, the school adopted new textbooks, implemented reinforcement practices, and developed a school-wide focus centered on the improvement of the math program. In subsequent years, student performance in math increased significantly as measured by the *Terra Nova* standardized testing program.

During the past several years, the teachers have engaged in data-driven analysis of test scores. The process of identifying each student's level of mastery has allowed the teachers to narrow the lens of instruction, focusing time and energy to maximize student learning. *As a result, all grade levels meet or exceed the benchmark established to determine placement in the top 10% of the norm group.*

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Each year students enrolled in grades two through seven at All Saints Catholic School participate in the Terra Nova standardized testing program. During the spring, students complete a battery of tests that measure their level of understanding by providing a comparison of individual scores with those of students in a national norm group. The results of the 2008 program indicate that students at All Saints are excelling in mathematics, language arts, and reading. All grade levels have met or exceeded the cutoff scores used to determine placement in the top ten percent for the past two years. In the spring of 2008, 31% of students now enrolled in the middle school scored 95 percentile or higher on the annual assessment.

The addition of a Pre-Kindergarten program at All Saints, combined with an academically focused approach in Kindergarten and first grade, provides a strong foundation of skills for students in the primary grade levels. The strength of the program is evidenced in the success that the students achieve during their first year experience on the *Terra Nova* assessment. With a grade level average of 90 percentile in reading and 91 percentile in math, students in the second grade scored at unprecedented levels in the history of All Saints. The strength of the primary program is confirmed by the fact that one year prior, the previous second grade class scored 88 percentile in reading, language arts, and math.

While still reaching the benchmark used to identify top ten percent performance, the results of the *Terra Nova* indicate that students in the third grade scored lower than the remainder of students who completed the assessment. This disparity is attributed to the influx of teachers encountering the curriculum and process of data-analysis for the first time. Minor fluctuations in scores in subsequent grades can be attributed to changes in the student population, particularly in grades four through six.

While the traditional strength of the academic program at All Saints has been reading and language arts, efforts within the past ten years to bolster the mathematics program have yielded strong results. The scores from the 2008 assessment indicate that students achieved higher in the mathematics battery than the reading/language arts assessment in grades two, four, six and seven. This is evidence of significant progress from the years 2000 and 2001 when only one grade level averaged 75 percentile or better. This increase in student scores confirms the emergence of a math culture within the school as well as a commitment on the part of the faculty to enhancing this domain of the curriculum.

It is significant to note that the composite results for each grade includes the scores of students diagnosed with special learning needs. While some of those students have received testing accommodations as specified by Individualized Education Plans, the averages of each grade level incorporate the performance of those students. Additionally, second language learners with emerging English skills also participated in the full test battery. As such, all students in second through seventh grades participated in the testing program and are represented in the composite scores.

There is a general uptrend that exists in most grade levels in the scores obtained over the course of the last five years. This pattern can be attributed to an increase in teacher investment in the process that occurred when the testing was shifted to the spring semester as well as the corresponding data analysis which has provided the teachers much greater clarity regarding the learning needs of students.

2. Using Assessment Results:

Prior to the close of each academic year, teachers receive copies of test results to use for the purpose of planning instruction. In addition to reviewing grade level summaries, the teachers invest significant time in

the process of analyzing each student's level of mastery for each battery of the assessment. Using a criterion-referenced report, specifically designed by the diocese for the purpose of better aligning the test with the curriculum, teachers identify whether students have achieved mastery, partial mastery or emerging mastery within each strand of the test. After placing student names in one of these three categories for each objective measured by the test, the classroom teachers are able to identify patterns and subgroups within each class of learners. Once this process is completed, the teachers respond to a series of questions related to the delivery of curriculum, such as identifying whether the concept was in fact taught during the year and which methodologies were utilized in the process. At the conclusion of this analysis, each teacher conferences with colleagues who will be working with the rising group of students the following year. During this meeting additional strategies that might be implemented to raise the level of student understanding are identified and incorporated in the instructional plan. The end result of this process is the design of instructional goals that are specific, measurable and grounded in the data. As such, the teachers are able to customize instruction so as to better address the needs of each group of students.

At All Saints, this process has inspired similar exercises with the results of other assessments, such as the *Early Prevention of School Failure Screening* for Kindergarten and *PALS Assessment* in first grade. Having witnessed the impact of data-driven analysis, the teachers have shown initiative in implementing a parallel process for grades not measured by the *Terra Nova* testing program.

3. Communicating Assessment Results:

Recognizing that the results of the annual *Terra Nova* testing program provide an objective indicator of student success, All Saints Catholic School views the sharing of grade level scores and trends as a priority for the local community. In addition to providing parents with essential information related to the academic program, the publication of test scores in the wider community validates and promotes the strength of the curriculum and underscores the school's commitment to academic excellence.

Each year the principal shares with the parent community a summary of the students' recent performance. Information is communicated via public meetings, such as Back to School Night, as well as through the weekly school newsletter, *The Sentinel*. Additionally, graphs created for this purpose are posted on the school website for access by the public as well as prospective parents seeking information about the school.

On two occasions, staffing from the Office of Catholic Schools have addressed the parent community on the topic of the standardized testing program and the strategies that teachers utilize in reviewing the data and planning instruction. This background information has been helpful to parents in gaining a more comprehensive understanding of the program and the commitment of the teachers to the process of tailoring instruction based on the analysis of data. It is the belief of the administration and faculty that this candid and direct conversation within the community bolsters confidence among the parents and promotes meaningful dialogue that supports continued growth and progress for students.

4. Sharing Success:

As one of the larger elementary schools in the Arlington Diocese, All Saints is highly regarded as a Catholic school with a strong tradition and commitment to excellence. This reputation is due in part to recent efforts on the part of the school to contribute to the larger mission of the diocese. Recognizing that all students benefit when schools share strategies and successes, All Saints has assisted other schools in fulfilling their goals and vision. For example, when All Saints received donations of used computers valued at more than \$200,000, the staff forwarded excess equipment to two other schools in the diocese, enabling a full upgrade of two computer labs. When All Saints launched the *Race for Education*, a highly successful fundraising venture that generated nearly \$50,000 during the first year, the principal shared the concept with a number of administrators who have since introduced the program and enjoyed similar levels of success. When All Saints

installed ACTIV Board systems in each classroom, members of other local schools visited the site to witness first-hand how the faculty is implementing these high tech tools on a daily basis to impact instruction.

In an effort to further promote its image and to recruit future students, the school employs a Development Coordinator who works closely with local media to insure the widest possible coverage of significant school events. Additionally, the coordinator designed and implemented a systematic marketing plan during the 2007-2008 school year. Although a relatively new initiative, the increase in enrollment and media exposure has further energized the community and created momentum. Should All Saints receive status as a *No Child Left Behind Blue Ribbon School*, this achievement will serve as the cornerstone for all marketing efforts in the coming years and be widely celebrated through print materials as well as the already well developed website. (www.allsaintsvaschool.org)

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

All Saints Catholic School implements the curriculum designed by the Office of Catholic Schools of the Diocese of Arlington.

Religion classes introduce Catholic doctrine, prayer, church history, morality, and the sacraments. Students are encouraged to live their faith outside the classroom through the Virtues program, weekly planning of the liturgy, and participation in the prayer life of the school. Students demonstrate their faith commitment through participation in school-wide outreach endeavors that fund local and national charities.

The **Reading** program is a literature based approach that is supplemented by a traditional phonics series. In the **Language Arts** program, students learn the fundamentals of English grammar and the writing process. Through daily language review, creative writing, and sentence diagramming, students are encouraged to think critically in their application of essential skills.

The **Math** program promotes understanding of concepts and mastery of skills. Through daily review, teachers reinforce prior learning in support of computational fluency.

The **Social Studies** program focuses on developing the students' understanding of the historical and socio-political development of the United States while establishing an appreciation for the ethical, cultural, and economic differences that exist globally. An individual's rights, responsibilities, and civic duties are emphasized as key components of the curriculum. Students are engaged in the learning process through a variety of projects, i.e. creation of pyramids, sharing of "immigration satchels" as well as classroom discussions and debates.

The **Science** program develops students' research skills through exploration and experimentation. A highlight of the program is the annual science fair during which all students in grades six through eight design and present a project based on an original hypothesis.

While grades one through six attend **Spanish** classes weekly at All Saints, the foreign language program culminates with a Spanish I course for all middle school students. As such, all seventh and eighth grade students attend Spanish class four days per week. Students learn vocabulary, grammar, and conversational skills. They are introduced to Hispanic culture, heritage, prayers, and traditions. The success of the program is proven by the fact that some graduates place directly into Spanish II as high school freshmen.

The **Computer** curriculum introduces students to basic computer skills and later progresses to advanced topics such as keyboarding, desktop publishing, formatting, and Power Point presentations. With an ACTIV Board in each classroom, technology is now integrated across the entire curriculum.

The **Art** curriculum focuses on developing the students' awareness of art history and criticism and provides numerous opportunities for diverse hands-on experiences. Students learn to appreciate a range of artistic styles as they work with a variety of mediums. Several grants have been awarded in support of the art teacher's efforts to ignite student creativity through innovative projects.

All students in grades Kindergarten through eight attend **Music** class on a weekly basis. Students learn pitch, rhythm, and form through the use of instruments, movement, and listening activities. The **award-winning Band Program** is an excellent extension of the classroom instruction. Since its founding in 1977, the band

has achieved a superior rating every year at the annual diocesan band festival. In its thirty years existence, the band has won first place twenty times at music festivals and achieved Grand Champion status on two occasions.

All grades participate in **Physical Education** and middle school students also attend **Health** classes. The program promotes fitness and development of motor skills, as well as an understanding of strategies, sportsmanship, and safety.

The **Library** curriculum encourages and promotes reading and research for all grade levels. Through the *Accelerated Reader Program*, students develop reading comprehension skills and an appreciation for literature. Through a reading incentive plan students earned 11,000 AR points in 2007 and more than 12,000 points in 2008 as part of this program.

2a. (Elementary Schools) Reading:

The reading program is specifically designed to meet the needs of an increasingly diverse population. With a growing number of ESL learners entering the school, the Houghton Mifflin reading series was selected for use in the primary grades. However, recognizing that students benefit from direct instruction in phonics, the school has adopted the Modern Curriculum Press series as a supplement to the literature-based reading series. Beginning in first grade, students are also introduced to a Word Study program which helps to build vocabulary and spelling skills.

After receiving a solid reading foundation, students transition to the intermediate and middle school programs where the focus changes from that of learning to read to one of reading to learn. With the framework provided by the Prentice Hall Literature Series, students study the five genres of literature. Within the course of study, students learn about literary concepts such as theme, conflict, symbolism, and plot. In the middle school grades, Shakespeare has become a mainstay of the program.

Reading at All Saints is encouraged and enriched through the *Accelerated Reader Program*. Selecting books that correspond with their individual reading level, students in grades one through eight complete computerized assessments that measure reading comprehension. With incentives incorporated into the program, such as the *Gold Medal Reader Program* and the year end celebration, student enthusiasm and participation rates have increased over the course of the past three years.

Students in grades five and six who excel in reading are afforded the opportunity to participate in the *Battle of the Books*. Meeting on a weekly basis, this group of students reads and discusses approximately fifteen books over the course of the year. The program culminates in a diocesan sponsored event at which the students answer questions related to the works they have studied. Founded at All Saints twenty years ago, the program remains a legacy for the school with the students from All Saints having recently won first place in the 2006 and 2007 competitions.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Math

With the adoption of a new math series in 2004, All Saints has purchased resources and materials well suited for the implementation of the diocesan curriculum. The program continually builds, linking new concepts with previous learning to insure that students master existing skills while acquiring new information.

The primary and intermediate level teachers incorporate strategies that teach the concepts through hands-on activities that recognize diverse learning styles. Students receive whole group instruction with the development of critical thinking and problem solving skills recognized as school-wide priorities. Small group instruction provides opportunities for differentiation, enabling teachers to both remediate and enrich.

Computational fluency is a school-wide goal emphasized across the grade levels. While it is important that students understand the concepts, it is essential that they be able to solve problems efficiently and accurately. In support of this goal, teachers have implemented regular opportunities for reinforcement of skills. For example, the use of *Mountain Math* as an activity completed at the opening of each day, has helped students to develop greater mastery of previously learned skills.

The middle school includes an Advanced Math Program beginning in sixth grade that culminates with an Algebra I course for students in eighth grade. The program introduces students to more abstract concepts of math and Algebra while still emphasizing and reviewing basic skills. Graduates who excel in the Algebra program have the opportunity to earn an Algebra I high school credit and advance to Geometry during their freshman year. The curriculum is bolstered by a competitive Math club that participates in a county and diocesan wide competition. In 2007, the students scored among the top ten teams in this event.

4. Instructional Methods:

All Saints School embraces the mission of providing a superior educational experience for an increasingly diverse range of students. While recognizing the needs of a variety of learners, the school maintains high expectations for all students. One of the strengths of the faculty is the efficient identification of students facing challenges in the learning process. Through an established Student Assistance Team process, classroom teachers collaborate with peers to identify strategies that might be introduced in support of student growth. These meetings are coordinated by the Resource Teacher who closely monitors student progress and, when necessary, assists parents in initiating a child study review through the public school system. In cases where students are eligible for testing and subsequently identified as having a learning disability, recommended modifications and accommodations are reviewed and implemented to the extent that resources are available.

In the primary level grades, teachers use assessment results as well as informal observations to place students in appropriate reading and word study groups. Students with lower ability are also supported by the efforts of classroom assistants, volunteer parents and senior citizens who volunteer in the school on a weekly basis. The involvement of these individuals allows for individualized instruction and focused skill building.

The differentiation that occurs in the upper grades takes place within the context of long-term projects. Students often have the option of selecting from a variety of required elements, enabling them to capitalize on their specific strengths and learning styles. For example, students studying Ancient Greece choose from a variety of rubrics that include the creation of a travel brochure, non-fiction book, architectural model, diorama, map, or game.

The most engaging instructional tool at All Saints Catholic School is the ACTIV Board which is utilized in all of the homeroom classrooms. The interactive electronic boards allow teachers to better address the needs of all types of learners, i.e. visual, auditory, and kinesthetic. Teachers, however, also incorporate more traditional methods of instruction to meet the needs of a variety of learners. Students learn through whole group discussions, cooperative learning, peer conferencing, student/teacher conferencing, and independent study.

5. Professional Development:

The professional development program at All Saints occurs at both the diocesan and local levels. At the diocesan level, all teachers attend two in-services per year. These seminars include presentations by vibrant and innovative speakers, such as Ron Clark and Henry Wong as well as teacher sharing workshops. Throughout the year, teachers are also invited to attend a variety of workshops hosted by the diocese. During the summer months, the diocese sponsors in-depth seminars for teachers wishing to explore an instructional approach. All Saints also provides financial support for teachers pursuing continuing education credits or graduate studies.

For the past two years, teachers from All Saints have participated in the *Arlington Academy*, a consortium designed to provide intensive training on the topic of curriculum mapping. After attending each of the sessions, two teachers have provided systematic training for the entire faculty at All Saints in support of the diocesan-wide implementation of curriculum mapping.

The most significant impact of professional development at All Saints has been the result of training in the two areas of data-driven analysis and ACTIV Board technology. The training provided in the area of data analysis has empowered the teachers to gain a better understanding of their students' needs and has been a catalyst for reflection and collegial sharing. As a result, the students at All Saints are scoring at unprecedented levels in the school's testing history. The outcome of the ACTIV Board trainings has been a full integration of technology across the curriculum. Rather than being an aspect of the learning process that is incorporated when feasible, ACTIV Board technology is seamlessly integrated across disciplines, resulting in a more engaging learning environment for all students.

6. School Leadership:

Over the course of the past twelve years, the principal has demonstrated a clear vision and strong leadership, consistently insuring that resources are directed toward the best interest of students. During this time, he has led the school through a period of expansion that has included the construction of a new wing and a 21% increase in enrollment.

Recognizing the need for an early childhood curriculum, he launched a Pre-Kindergarten program in the fall of 2000. When it was noted that middle school students would benefit from a more rigorous academic structure, the principal transitioned the program to a fully departmentalized model. Recognizing that student achievement in mathematics lagged behind that of other areas, he similarly introduced a systematic plan of improvement that has produced significant gains in student test scores. Most recently, identifying the need to better integrate technology across the curriculum, the principal collaborated with the Parent-Teacher Organization to raise more than \$100,000 to support the purchase of ACTIV Boards for each classroom.

A cornerstone of the principal's leadership style is that of recruiting and hiring the most qualified and gifted personnel. He identifies the specific talents of individual faculty and staff members and empowers each to maximize their contribution to the school community. Aware of the experience and skills that exist among the faculty and staff, he actively encourages broad participation and dialogue in seeking solutions to challenges. Initiative and creativity are valued and encouraged. As a result, faculty proposals, such as the implementation of the *PALS Assessment* and word study approach have advanced student learning. In this way, the principal leverages the expertise and insights of the community, uniting the efforts of all in support of students present and future.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4474</u>	<u>\$4474</u>	<u>\$4474</u>	<u>\$4474</u>	<u>\$4474</u>	<u>\$4474</u>
K	1st	2nd	3rd	4th	5th
<u>\$4474</u>	<u>\$4474</u>	<u>\$4474</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$2025</u>				
12th	Other				

4. What is the educational cost per student? \$ 4551 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1465
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
5 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
15 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	91	88	83	84	80
Number of students tested	60	59	56	59	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Two or More Races(specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although multi-racial (two or more races) comprises 10% of the student population, fewer than 10 students in this subgroup are represented in each grade level. For this reason, the test scores were not disaggregated for this subgroup.

Subject: Reading

Grade: 2 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	90	88	87	84	84
Number of students tested	60	59	56	59	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Two or More Races(specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although multi-racial (two or more races) comprises 10% of the student population, fewer than 10 students in this subgroup are represented in each grade level. For this reason, the test scores were not disaggregated for this subgroup.

Subject: Mathematics

Grade: 3 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	75	75	80	76	74
Number of students tested	55	52	56	61	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Two or More Races(specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although multi-racial (two or more races) comprises 10% of the student population, fewer than 10 students in this subgroup are represented in each grade level. For this reason, the test scores were not disaggregated for this subgroup.

Subject: Reading

Grade: 3 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	78	76	79	81	73
Number of students tested	55	52	56	61	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Two or More Races(specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although multi-racial (two or more races) comprises 10% of the student population, fewer than 10 students in this subgroup are represented in each grade level. For this reason, the test scores were not disaggregated for this subgroup.

Subject: Mathematics

Grade: 4 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	82	89	89	82	73
Number of students tested	50	57	58	56	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Two or More Races(specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although multi-racial (two or more races) comprises 10% of the student population, fewer than 10 students in this subgroup are represented in each grade level. For this reason, the test scores were not disaggregated for this subgroup.

Subject: Reading

Grade: 4 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	79	83	85	82	80
Number of students tested	50	57	58	56	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Two or More Races(specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although multi-racial (two or more races) comprises 10% of the student population, fewer than 10 students in this subgroup are represented in each grade level. For this reason, the test scores were not disaggregated for this subgroup.

Subject: Mathematics

Grade: 5 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	80	84	86	88	79
Number of students tested	52	48	55	55	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Two or More Races(specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although multi-racial (two or more races) comprises 10% of the student population, fewer than 10 students in this subgroup are represented in each grade level. For this reason, the test scores were not disaggregated for this subgroup.

Subject: Reading

Grade: 5 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	84	85	83	83	79
Number of students tested	52	48	55	55	59
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Two or More Races(specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although multi-racial (two or more races) comprises 10% of the student population, fewer than 10 students in this subgroup are represented in each grade level. For this reason, the test scores were not disaggregated for this subgroup.

Subject: Mathematics

Grade: 6 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	81	80	87	80	88
Number of students tested	43	50	55	58	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Two or More Races(specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although multi-racial (two or more races) comprises 10% of the student population, fewer than 10 students in this subgroup are represented in each grade level. For this reason, the test scores were not disaggregated for this subgroup.

Subject: Reading

Grade: 6 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	79	77	79	76	86
Number of students tested	43	50	55	58	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Two or More Races(specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although multi-racial (two or more races) comprises 10% of the student population, fewer than 10 students in this subgroup are represented in each grade level. For this reason, the test scores were not disaggregated for this subgroup.

Subject: Mathematics

Grade: 7 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	85	80	85	80	77
Number of students tested	37	42	40	47	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Two or More Races(specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although multi-racial (two or more races) comprises 10% of the student population, fewer than 10 students in this subgroup are represented in each grade level. For this reason, the test scores were not disaggregated for this subgroup.

Subject: Reading

Grade: 7 Test: Terra Nova

Edition/Publication Year: Edition 1, CTBS-5/1997 Publisher: CTB/McGraw Hill

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Sep
SCHOOL SCORES					
Average Score	80	82	85	86	80
Number of students tested	37	42	40	47	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Two or More Races(specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although multi-racial (two or more races) comprises 10% of the student population, fewer than 10 students in this subgroup are represented in each grade level. For this reason, the test scores were not disaggregated for this subgroup.