

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

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

Name of Principal: Mrs. Kristine Carr

Official School Name: St Agnes School

School Mailing Address:  
2024 North Randolph Street  
Arlington, VA 22207-3046

County: Arlington State School Code Number\*:

Telephone: (703) 527-5423 Fax: (703) 525-4689

Web site/URL: http://www.saintagnes.org/pages/school.html E-mail: kcarr@saintagnes.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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Sister Bernadette McManigal, BVM

District Name: 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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson:

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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*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

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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

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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. 5 Number of years the principal has been in her/his position at this school.

0 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	11	19	30	7	18	22	40
K	13	17	30	8	14	13	27
1	17	23	40	9	0	0	0
2	25	15	40	10	0	0	0
3	17	18	35	11	0	0	0
4	14	19	33	12	0	0	0
5	13	21	34	Other	0	0	0
6	11	13	24				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							333

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
9 % Asian  
4 % Black or African American  
9 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
77 % White  
1 % 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.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1.	374
(5)	Total transferred students in row (3) divided by total students in row (4).	0.040
(6)	Amount in row (5) multiplied by 100.	4.011

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

Not available

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 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: 8 %

Total Number of Students Served: 27

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>1</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>18</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>8</u>
Paraprofessionals	<u>4</u>	<u>2</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>30</u>	<u>10</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 19 :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	98%	96%	97%	96%	97%
Daily teacher attendance	97%	97%	98%	97%	96%
Teacher turnover rate	12%	12%	7%	7%	12%

Please provide all explanations below.

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> %
<b>Total</b>	<u><b>100</b></u> %

## PART III - SUMMARY

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Saint Agnes School (SAS), nestled in the Cherrydale neighborhood of Arlington, Virginia, first opened its doors to students in August 1946. SAS has flourished as a Christ-centered learning community focusing on academic excellence, faith formation, and service to others. SAS cultivates the potential of the whole child through a rigorous course of academic and religious instruction in a close-knit, nurturing environment. Rooted in the richness of Catholic tradition, SAS was founded by the Sisters of Notre Dame, whose educational philosophy was based on four cornerstones: the dignity of the teacher, the worth of each individual student, excellence in instruction in all subjects, and the centrality of religion. SAS has built a strong foundation on these cornerstones over sixty-two years and has prepared generations of young men and women to be life-long learners, committed to service to others.

SAS is the school of Saint Agnes Parish within the Catholic Diocese of Arlington. During the school year, it is the second home to 333 students in grades pre-kindergarten through eight. SAS offers small class sizes and individual attention to each student's specific needs. SAS parents are well educated and place their children's education as a top priority. Parents are actively involved in the education of their children and work as partners with teachers and administrators. SAS is blessed with a cultural diversity of students. SAS is open to all children who desire a Catholic education. Teachers and administrators welcome students with special learning needs and accommodate accordingly in the classroom. A resource program was established in 2004 to support student achievement through remediation or enrichment. A high quality morning and afternoon extended day care program is available. The SAS Virtue Program is a modern-day cornerstone. Each month the student body adopts a virtue, reads and writes about it, and practices it through community service.

Accredited by the Virginia Catholic Educational Association, SAS follows the curriculum established by the Diocese of Arlington. Core subjects include language arts, mathematics (including algebra), reading/literature, religion, science, social studies, and Spanish. Students have the opportunity to take art, computer, library, music, and physical education each week. The PTO funds and coordinates in-school and after-school enrichment opportunities to supplement curriculum, spark student interest and creativity, and meet the diverse learning styles of students. Assemblies and an artist-in-residency program are offered to students during the school day. Assembly topics include creative writing, astronomy, marine biology, Shakespeare, Albert Einstein, Abe Lincoln, opera, and philosophy. After-school classes include Latin, Great Books, chess, Greater Reston Arts Council (GRAC), drama, dance, and Mad Science. SAS consistently ranks in the top 10% of schools nationally in reading and mathematics in Grades Two through Seven. Each year SAS graduates are accepted into highly regarded schools, colleges, and universities.

A dynamic, qualified, professional, and enthusiastic faculty and staff collaborate to build strong foundations in SAS students. SAS teachers are passionate about their teaching and enjoy participating in SAS's professional learning community. Teachers work in instructional teams that provide opportunities for collaboration and a venue for introducing new methodologies and strategies. Differentiated instruction occurs across all grades. A balanced literacy model has been developed; technology has been expanded and integrated across curriculum. An Upper School model, which includes clubs and advisories, was initiated in this current school year to better meet the needs of pre-adolescent students. The expertise and enthusiasm of this faculty greatly contributes to high student achievement. The SAS of the present is committed to continuing the traditions of the early years: academic excellence, faith formation, and service to others.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Each year, SAS administers CTB/McGraw-Hill's TerraNova Achievement Test that measures student achievement in reading, language, and math. The TerraNova has been administered at SAS since 2000. In the 2004-2005 school year, TerraNova testing was moved from fall to spring as decided by the Diocese of Arlington. The TerraNova uses percentile ranks to report norm-referenced results and to compare an individual student's performance with other students in the same grade. Thus when a student achieves a score of 85, the student has performed as well or better than 85% of the students in the age group nationally. The scores reported are based on the National Percentile of the Mean Norm Curve Equivalent (NP of the Mean of the NCE).

Based on TerraNova test data [Part VII], SAS consistently performs in the top 10% of the schools in the nation in reading and mathematics. SAS 2007-2008 test scores far exceeded the 90th percentile cutoff scores as provided by the U.S. Department of Education Blue Ribbon Schools Program. There was a significant gain in SAS reading scores for Grade 2, specifically from an 82nd percentile in September 2003 to the 93rd percentile in April 2008. For the past five years, our reading scores exceeded the cutoff scores in all instances, except for one 73rd percentile score in 2003 for 3rd grade reading. That score increased to the 82nd percentile in 2008. Reading scores for 4th grade increased from the 84th percentile to the 90th percentile. In grade 5, there was an increase from the 82nd percentile in 2003 to the 90th percentile in 2005, but then there was a decrease to the 79th percentile in 2006. The score increased the next year to the 83rd percentile and then to the 79th percentile in 2008. Even with a small decrease, these scores remain above the 90th percentile cutoff score. A similar pattern is seen in Grade 7 reading scores. These erratic scores may have been due to a large increase in enrollment during the 2005 and 2006 school years. These new students did not receive primary reading instruction at SAS. Some of these students also had special learning needs that were yet unidentified. Reading scores across grade 6 remained relatively stable and above the national cutoff scores. In summary, over a five-year period, SAS reading scores were above the national 90th percentile cutoff scores, except for one score in 3rd grade in 2003. In the majority of instances, SAS scores for the past five years are well above the cutoff scores.

SAS math scores show a similar pattern, with a substantial increase in math scores for Grade 2 from the 85th percentile in 2003 to the 95th percentile in 2008. Scores in Grade 3 rose from the 79th percentile in 2003 to the 86th percentile in 2008. Grade 4 and Grade 6 scores are above the 90th percentile cutoff scores, and grade 7 scores are well above the 90th percentile score. Grade 5 scores showed growth from 2003 to 2008 but the scores were more erratic, with one lower score in 2005-2006. As mentioned earlier, this class has a higher percentage of students with special learning needs compared with the other grades, and this may account for the greater variability in the 2005-2006 score. It is important to note that all the scores include students with special needs, thus no test scores are eliminated from test reporting procedures. As a result, overall test score averages for each grade vary from year to year, depending on the learning needs of the students. Test scores have not been disaggregated for any subgroups, because no sub-group in any class represented 9 or more students.

### 2. Using Assessment Results:

The TerraNova is administered annually in April to students in grades 2 through 7. Beginning in 2003-2004, the Arlington Diocese added a criterion-based assessment program with CTB/McGraw Hill. Supplemental tests are administered in specific academic areas to assess how well the students achieve mastery of curriculum-based questions specific to Diocesan curriculum guidelines. SAS receives both assessment results

at the end of the school year. The assessment provides a baseline from which to measure each student's progress and to identify instructional needs for individual students. The principal and administering teachers analyze results to determine strengths and weaknesses in each curriculum area. Teachers must complete a worksheet categorizing the results for each student by mastery, partial mastery, and non-mastery of the specific test area. Teachers complete a Planning for Instruction Worksheet documenting the strategies used to teach the skill areas, specifically those areas needing improvement. Teachers also recommend additional strategies and specific resources that may be used the following year to enable students to achieve mastery level.

At SAS, the principal requires teachers to analyze class TerraNova test scores to identify an academic area that needs strengthening. Each teacher develops an appropriate professional goal for the upcoming year based on that data. In August, the principal dedicates a day for teachers to review TerraNova test scores as a faculty, both in small groups and individually. The data from the Planning for Instruction Worksheets are shared with appropriate teachers. Teachers meet with colleagues in the grades above and below. This "transitional analysis" enables teachers to share information about individual group strengths and areas needing improvement and to develop necessary instructional strategies and resources to improve student learning. At St. Agnes School annual analysis of TerraNova test data is an effective tool for identifying areas of the curriculum needing additional support.

### **3. Communicating Assessment Results:**

SAS communicates student performance in numerous ways. Students receive quarterly report cards and mid-quarter progress reports, posted on Edline.net. Parent-teacher conferences are held in November and February. Teachers are available for additional conferences throughout the year.

Results from TerraNova tests (grades 2 through 7) are received in June. A comprehensive report and letter explaining test results are mailed to parents. The report provides information about the student's academic strengths and weaknesses. It assists parents in understanding and supporting their child's learning. The principal and testing coordinator are available to discuss individual scores. In November, group test scores are presented at the PTO meeting. Reading, language arts, and math, along with diocesan average scores, are published in the school newsletter and available in the office for current and prospective parents. TerraNova scores are reported in the SAS accreditation document, Design for Excellence.

In addition to TerraNova, SAS uses the Developmental Reading Assessment (DRA 2) and the Phonological Awareness Literacy Screening (PALS) for reading assessment. Previously, the Metropolitan Readiness Test was administered to kindergarten students in May and results were reported to parents in June, along with final report cards. This year PALS was administered to kindergarten students in October. Results were discussed with the parents during November conferences. Students will be reassessed with PALS in May. Reports will be sent home with final report cards. The DRA 2 is administered to students in first through third grade 3 times annually, fourth grade twice annually, and grades 5 through 8, as needed. Detailed DRA 2 reading prescriptions are shared during conferences in order to provide parents with information regarding strengths, weaknesses, goals, and strategies to support their child's reading proficiency.

Academic achievements such as Honor Roll, Science Fair, Geography and Spelling Bee winners, as well as acceptances to area high schools are reported to the community through the school newsletter and parish weekly bulletin.

#### 4. **Sharing Success:**

SAS has established a collaborative learning community among diocesan schools and is committed to maintaining that community and sharing its successes. Faculty members have presented workshops and in-services on differentiated instruction, early childhood development, teacher mentoring, and guided reading to diocesan colleagues. SAS faculty members have served on committees tasked with creating new curriculum guidelines, placement tests, and book lists.

SAS was commended by the re-accreditation team for the school's commitment to utilizing assessment data to guide instruction, in-school and after-school enrichment programs, and the professional development program for teachers. SAS administrators are willing to share successes in these areas at diocesan-wide meetings.

Through the school website and local newspapers, SAS celebrates events such as Math Night, Literacy Night, and the 8th grade Shakespeare performance. Teachers from the neighboring public and private schools are invited to attend events. SAS welcomes educators from the community and willingly shares information on hosting events in their own schools.

An active member of Arlington Diocese's Metro Schools Initiative, SAS was recognized by the superintendent for best practices in academics, enrichment programs, and marketing Catholic schools in urban/suburban areas. SAS will soon serve as a pilot school for marketing Catholic schools. The best practices of SAS will be shared with the greater educational community as the diocese moves toward unifying curriculum and standards.

In the event that SAS is awarded Blue Ribbon School status, the school would welcome opportunities to share its successes with other schools and broaden its collaborative learning community. St. Agnes School actively promotes educating the whole child for life-long learning and is willing to mentor other schools applying for the NCLB Blue Ribbon Program.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

SAS instruction builds on the comprehensive curriculum guidelines of the Diocese of Arlington. Students are challenged toward autonomy in critical, analytic, and creative thinking. Academics are presented in all modalities enabling inclusion of students with various learning styles and capabilities to succeed within the classroom.

**Religion:** Taught daily as a subject in all grades, religion is the foundation for all learning at SAS. Students participate in weekly liturgies, prepare intensively for sacraments, and discuss and relate the lessons of Scripture across the curriculum. The social justice class in 8th grade and prayer partner and virtue programs call students to faith in action. A day at Saint Agnes begins and ends with student led prayer and meditation.

**Reading and Language Arts:** Reading and writing are taught through a model of balanced literacy. Finding one's voice, as a writer, incorporating a strong vocabulary, and achieving sound comprehension and analysis are key elements in the balanced literacy program. Guided reading groups, literacy centers, focus lessons, assessments such as the DRA2 and running records, and 6+1 Writing Traits curriculum provide reinforcement and challenge in both primary and upper schools. Essay writing, research papers, drama and Reader's Theatre performances, the on-line newspaper, and literary podcasts challenge upper level students. The computer and library resource team assist in inquiry based learning components, creative writing and appreciation of literary genres.

**Mathematics:** The concepts of computation, logic and problem solving are fundamental to SAS math curriculum. Differentiated lessons are integral to student progress and mastery. Manipulatives and cooperative learning allow students to apply problem-solving skills and explore new mathematical concepts. Students progress through basic number facts, measurement, fractions, pattern recognition, decimals, and algebra while focusing on real world application. Seventh grade students test for high school Algebra 1. If criteria are met students complete the course in 8th grade. Additional projects such as Pi Day, checkbook challenges, and the study of local businesses and stocks reinforce curriculum.

**Science:** The scientific method is the cornerstone to SAS science curriculum. Students across grade levels utilize science and computer labs, where students explore the many facets of physical, earth, life and environmental sciences. Cultivating a working green house and participating in electives like Go Green Club promote environmental stewardship. Students in grades 7 and 8 participate in the SAS Science Fair, and winners advance to the diocesan competition.

**Social Studies:** Students connect local, state and U.S. history to the global community as well as past to present. The five themes of geography and current events are integrated across the social studies curriculum. Cornell outlines, foldable study guides, History Fair, Veteran's Day Assembly, a Roaring Twenties Banquet, Geography Bee, scrapbooking, field trips to our nation's Capitol, and political debates are all part of studying history at SAS.

**Spanish:** Spanish is a core subject taught twice a week in grades 1-6 and 3 times weekly in grades 7-8. Two native speaking instructors teach dialogue, grammar, culture, and projects. Eighth graders take a placement test for Spanish high school credit, with approximately one-third placing in second year high school Spanish.

**Computer:** Weekly technology classes enable all students to advance in computer literacy, research, and application skills. Computer and classroom teachers work on interdisciplinary projects utilizing technology.

Fine Arts: Students are exposed to a variety of techniques and history of the arts in art and music classes. The Christmas Prayer, Spring Musical, Lenten Living Stations, band concerts and fine arts displays showcase their talent.

Health and PE: Teamwork, wellness, and exercise are emphasized in weekly instruction. Extracurricular sports, Girls on the Run and the national Presidential Physical Fitness Awards challenge and reinforce instruction.

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

At SAS reading and writing are taught in a model of balanced literacy. This model provides the framework for explicit instruction using a variety of methods. Students are taught meaningful decoding skills and strategies through focus lessons. Small guided reading groups are determined by teacher observation and assessment. Students in grades K-4 are assessed using the DRA2 tracking fluency and comprehension throughout the year. Through this assessment teachers identify struggling students. Guided by the resource teacher, these students receive additional instruction using the Great Leaps reading program and Lexia computer software. In the Upper School the DRA2 builds fluency and identifies struggling readers. The Lexia Strategies for Older Students software is available to reinforce skills.

Proficient readers construct meaning by following comprehension strategies, such as making connections, inferring, and visualizing as found in the Comprehension Tool Box (Heinemann). An instructional scope has been created to determine when appropriate reading strategies are taught. These modeled strategies teach students to construct meaning when reading and provide them with a variety of approaches to reading regardless of text or genre. Literacy centers, literature circles and exposure to different authors and genres enhance the balanced literacy model. An annual Literacy Night, drama presentations, poetry readings, literacy podcasts, Readers' Theatre and participation in the Diocesan Shakespeare Festival are highlights of this program.

Word study, grammar, and reading response notebooks are the basis of Writers Workshop. Using the 6 +1 Traits writing process, students produce a wide range of samples from poetry to research papers. Building on the model of balanced literacy, the Upper School students acquire skills such as finding one's voice as a writer and building a strong vocabulary. AlphaSmarts and Dragon Naturally Speaking software program enable all students to find success in writing.

## **2b. (Secondary Schools) English:**

This question is for secondary schools only

## **3. Additional Curriculum Area:**

Educating the whole child, SAS emphasizes instruction in the use of technology as a medium for the student to embrace challenges of life-long learning. In addition to a 30-station computer lab, computers in each classroom enable teachers and students to access the full range of educational websites, including Discovery Education Streaming, Edhelper, and BrainPop. SAS teachers and students become skilled in technology that is integral to everyday life by combining traditional media with LCD projectors, video and audio podcasting, digital streaming videos, Interwrite Schoolpads and handheld response clickers.

Lead by the technology coordinator, teachers use the computer lab for weekly instruction, across all grades, in keyboarding, Internet access, and online safety. Classroom teaching is supported in the lab with instruction in word processing and editing, spreadsheets, and databases. The computer instructors collaborate with teachers

to integrate the academic content into the technology curriculum. Younger students use the Internet to report the total of birds observed for the Great Bird Count. Upper School students research topics for the History and Science Fairs. Students use PowerPoint and digital video cameras to create and record skits, interviews, and dramatizations of literature, such as the seventh grade video podcast of the novel *The Outsiders*. Classroom computers link students to websites provided by their textbooks for additional skill practice. Special needs students have access to Dragon Naturally Speaking software and Lexia reading strategy software in the resource room and several classrooms.

The computer lab hosts the weekly ThinkQuest Club enabling students in grades 5-8 to participate in the worldwide learning communities provided by ThinkQuest.com. A web-based school newspaper, *The Lion's Roar*, and a digital photography club encourage students to develop personal interests and skills in these areas. Technology instruction at SAS puts the student on a path toward achieving personal excellence.

#### **4. Instructional Methods:**

Instruction at SAS is presented in all learning modalities enabling students with various learning styles and capabilities to achieve success within the classroom. The academic abilities of the students at SAS are broad.

Classroom teachers differentiate instruction by use of, but not limited to, flexible grouping, guided reading groups, discussion, cooperative learning centers, role playing, music, word study, audio-visual aids, graphing, logic puzzles, audio books, and hands-on math and science. Writing, electronic and oral presentations, drama, and artwork are other avenues provided for student self-expression. Teachers assign projects with choices for the mode of presentation to encourage students to analyze information and present their learning in the style most suited to their individual strengths and abilities. Choices include the making of scrapbooks and models, maps, artifacts, and written essays and reports. Inter-disciplinary projects such as the fifth grade Day of the Dead Celebration, the fourth grade Veteran's Day Assembly, and the eighth grade Lenten Living Stations, provide opportunities for the teachers and students to collaborate across subjects and grade levels.

SAS has a resource program directed by a full-time resource teacher. The program offers individual and group academic remediation, in-classroom assistance and accommodations, standardized testing accommodations, teacher and parent consultation, and information and referral services to both public school and private evaluators. Technology in the form of reading and writing software programs, such as Kidspiration and Inspiration, are provided to assist students. Some children may receive equipment such as pencil grips, colored overlays, extra textbooks to use at home, timers, chair (sensory balance) cushions, and AlphaSmarts. Teachers use Interwrite Schoolpads, PowerPoint, LCD projectors, remote audience response systems, and direct instruction to present learning.

#### **5. Professional Development:**

A collaborative professional learning community is the basis of the SAS professional development program. Endowed by a generous PTO, SAS faculty works together to identify areas of curriculum needing enrichment. The faculty seeks out opportunities to attend workshops, seminars, and conferences enabling them to become more effective educators. Teachers who attend these workshops provide training to faculty and staff. After analyzing standardized testing results the principal identifies areas of needed improvement and encourages teachers to attend workshops on word study, management of guided reading groups, problem solving and 6+1 Writing Methods. Selected faculty members attend the Diocese of Arlington curriculum mapping workshops and provide in-services for fellow faculty members.

New faculty members are required to attend the Fred Jones three-day seminar on classroom management and are assigned a veteran teacher mentor. The last Thursday of each month is designated Touch-Base Thursday

where mentors and first year teachers meet to discuss relevant curriculum, class management and student issues. The assistant principal is responsible for providing opportunities for peer observations within SAS, the diocese and surrounding public schools.

Faculty members set yearly professional goals that target the assessed student needs based on Terra Nova results and professional development in areas in which the teacher or administrator sees a need for growth or improvement. Goals are monitored by administration through formal and informal observations occurring throughout the school year. Faculty members are required to meet state or VCEA requirements for certification. Continuing graduate education opportunities are provided to ensure that all faculty members are current in today's educational best practices.

Differentiation is valued as a best practice at SAS. Workshops given by fellow teachers and a book club set up to discuss the differentiated school have enabled teachers to collaborate and exchange ideas that allow growth in this area of instruction.

## **6. School Leadership:**

The SAS principal reports to both the pastor and superintendent of schools. The pastor is spiritual leader and decision-maker on finance and facility. The superintendent's office sets policies and guidelines regarding personnel, curriculum, and instruction. The principal implements policies from the pastor and superintendent in decision-making and is ultimately responsible for all operations of the school. The SAS principal delegates leadership responsibilities to the following faculty members: assistant principal, resource teacher, technology coordinator, nurse, office manager, and subject coordinators. School leadership is shared, collaborative, and collegial.

The principal is actively involved in school life and closely connected to students and teachers. The principal ensures that student learning and achievement is top priority when establishing or revising policies, creating programs, prioritizing resources and building relationships. The SAS principal and teachers recently revised class schedules and discipline policy, in order to provide a quieter, more relaxed atmosphere conducive to learning. Clubs and advisories were recently added to the upper school as a means of building relationships among students across grades. The following programs focusing on enhancing student learning and achievement exist at SAS: teacher mentoring, professional development, resource, Title I, enrichment, technology, and extended day. Resources are integral to student achievement and are selected at SAS after careful consideration of student need and compatibility with curriculum guidelines. Surveys are administered to teachers to determine effectiveness of resources.

The SAS principal views a successful school as a community of professional learners and encourages and facilitates professional dialogue and collaboration among faculty. Teachers meet regularly and work together in teams: early childhood, primary school, and upper school. Together teachers plan lessons, map curriculum, share best practices, and discuss meeting student needs. Relationships among teachers are built and strengthened through this team approach. School leadership actively participates in weekly team meetings. Professional dialogue and collaboration provide teachers the opportunity to focus on enhancing student learning.

## PART VI - PRIVATE SCHOOL ADDENDUM

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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>\$4300</u>	<u>\$4300</u>	<u>\$4300</u>	<u>\$4300</u>	<u>\$4300</u>	<u>\$4300</u>
K	1st	2nd	3rd	4th	5th
<u>\$4300</u>	<u>\$4300</u>	<u>\$4300</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$3300</u>				
12th	Other				

4. What is the educational cost per student? \$ 5500 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 2150
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
10 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
10 %

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 2 Test: TerraNova Achievement Test

Edition/Publication Year: Edition 1, CTB-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
<b>SCHOOL SCORES</b>					
Average Score	95	91	94	90	85
Number of students tested	42	44	42	35	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

(NP of the mean NCE)

Subject: Reading

Grade: 2 Test: TerraNova Achievement Test

Edition/Publication Year: Edition 1, CTB-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
<b>SCHOOL SCORES</b>					
Average Score	93	92	90	87	82
Number of students tested	42	44	42	35	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

(NP of the mean NCE)

Subject: Mathematics

Grade: 3 Test: TerraNova Achievement Test

Edition/Publication Year: Edition 1, CTB-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
<b>SCHOOL SCORES</b>					
Average Score	86	82	81	79	79
Number of students tested	37	42	28	42	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

(NP of the mean NCE)

Subject: Reading

Grade: 3 Test: TerraNova Achievement Test

Edition/Publication Year: Edition 1, CTB-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
<b>SCHOOL SCORES</b>					
Average Score	82	87	77	82	73
Number of students tested	37	42	28	42	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

(NP of the mean NCE)

Subject: Mathematics

Grade: 4 Test: TerraNova Achievement Test

Edition/Publication Year: Edition 1, CTB-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
<b>SCHOOL SCORES</b>					
Average Score	85	78	79	78	84
Number of students tested	37	33	42	35	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

(NP of the mean NCE)

Subject: Reading

Grade: 4 Test: TerraNova Achievement Test

Edition/Publication Year: Edition 1, CTB-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
<b>SCHOOL SCORES</b>					
Average Score	90	80	81	80	84
Number of students tested	37	33	42	35	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

(NP of the mean NCE)

Subject: Mathematics

Grade: 5 Test: TerraNova Achievement Test

Edition/Publication Year: Edition 1, CTB-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
<b>SCHOOL SCORES</b>					
Average Score	80	84	65	89	73
Number of students tested	27	47	32	38	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

(NP of the mean NCE)

Subject: Reading

Grade: 5 Test: TerraNova Achievement Test

Edition/Publication Year: Edition 1, CTB-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
<b>SCHOOL SCORES</b>					
Average Score	79	83	79	90	82
Number of students tested	27	47	32	38	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

(NP of the mean NCE)

Subject: Mathematics

Grade: 6 Test: TerraNova Achievement Test

Edition/Publication Year: Edition 1, CTB-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
<b>SCHOOL SCORES</b>					
Average Score	81	74	86	78	80
Number of students tested	42	30	42	29	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

(NP of the mean NCE)

Subject: Reading

Grade: 6 Test: TerraNova Achievement Test

Edition/Publication Year: Edition 1, CTB-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
<b>SCHOOL SCORES</b>					
Average Score	83	78	87	82	81
Number of students tested	42	30	42	29	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

(NP of the mean NCE)

Subject: Mathematics

Grade: 7 Test: TerraNova Achievement Test

Edition/Publication Year: Edition 1, CTB-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
<b>SCHOOL SCORES</b>					
Average Score	85	86	82	86	87
Number of students tested	29	47	31	21	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

(NP of the mean NCE)

Subject: Reading

Grade: 7 Test: TerraNova Achievement Test

Edition/Publication Year: Edition 1, CTB-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
<b>SCHOOL SCORES</b>					
Average Score	82	91	88	85	91
Number of students tested	29	47	31	21	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
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
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

(NP of the mean NCE)

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