

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Barbara Dalmut

Official School Name: St Ambrose Catholic School

School Mailing Address:
3827 Woodburn Road
Annandale, VA 22003-2257

County: Fairfax State School Code Number*: N/A

Telephone: (703) 698-7171 Fax: (703) 698-7170

Web site/URL: www.stambroseschool.org E-mail: bdalmut@stambroseschool.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

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: N/A

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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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. 2 Number of years the principal has been in her/his position 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			0	6	9	14	23
K	9	4	13	7	9	6	15
1	9	8	17	8	12	9	21
2	7	12	19	9			0
3	10	14	24	10			0
4	8	12	20	11			0
5	4	15	19	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							171

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
<hr/> 18 % Asian
<hr/> 4 % Black or African American
<hr/> 12 % Hispanic or Latino
<hr/> 0 % Native Hawaiian or Other Pacific Islander
<hr/> 62 % White
<hr/> 4 % Two or more races
<hr/> 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: 3 %

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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1.	211
(5)	Total transferred students in row (3) divided by total students in row (4).	0.028
(6)	Amount in row (5) multiplied by 100.	2.844

8. Limited English proficient students in the school: 6 %

Total number limited English proficient 10

Number of languages represented: 2

Specify languages:

Korean, Spanish

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: 1 %

Total Number of Students Served: 2

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>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</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>0</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>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>7</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>3</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>13</u>	<u>12</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 14 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	96%	97%
Daily teacher attendance	96%	97%	97%	96%	97%
Teacher turnover rate	25%	25%	38%	19%	33%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

The teacher turnover rate can be attributed to the transient nature of the region, teacher retirements, and teacher pregnancy. Due to the small size of the faculty, loss of only a few teachers will result in a seemingly large turnover rate.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

Saint Ambrose School is a small school with a big heart. The faith-based education offers a nurturing and challenging academic environment for children in kindergarten through eighth grades. The diverse student body is represented by children from five of the seven continents. Students are welcomed from different ethnic and socio-economic backgrounds. The shared vision of the Catholic faith promotes unity and appreciation for each person's unique gifts, encouraging understanding and cooperation within the student body. Weekly Mass, daily prayers, and a shared culture of faith build a true community.

St. Ambrose School is celebrating its fifteenth anniversary. The faculty is both dedicated and accomplished. Two-thirds of the teachers hold post-graduate degrees. The teachers' belief in the value of education is modeled daily by their attitude and dedication as life-long learners. In order to facilitate learning, teaching assistants are assigned to each of the primary classrooms. The Resource Teacher also assists in the planning and implementation of classes in all grades. Dedication to the success of *each* child is a hallmark of St. Ambrose. The overall student-teacher ratio is 14:1. Students cannot slip through the cracks in such a close-knit environment. Student Assistance Teams meet to evaluate student progress and to explore the need for resources which are available within the school or in the public school system.

The Parent Teacher Organization is a vital part of the school. Each year the PTO raises funds to help defray the cost of tuition so that finances will not be a hindrance to families who want a Catholic education. Parents serve as moderators for the successful Chess Club, basketball, track and cross-country teams, and the award-winning yearbook. Students have a wide variety of enriching faculty-sponsored activities, including Choir, Voice for Life, Band, Battle of the Books, Crochet USA, and Student Council.

Our academic program is enhanced by use of Activboards and a state-of-the-art computer network. All students attend computer classes weekly in the Computer Lab. In addition, grades 4-8 have weekly hands-on Science classes in the new Science and Art Lab. Classes are split so that the teacher can work with small groups of students. St. Ambrose taught Spanish to the middle school students before the Diocese of Arlington mandated such classes. The Spanish curriculum has since been expanded to encompass students in the first through eighth grades. Last year, 88% of St. Ambrose graduates passed the Foreign Language Exemption Test for high schools in the diocese.

St. Ambrose teaches service as a natural part of school life. The Student Council takes leadership in organizing and carrying out a Thanksgiving food drive, Christmas toy collection, penny drive for a school in Haiti, and a baby shower for young mothers in need. These projects instill in the students a sense of mission and concern for others. For three years, the Crochet USA Club has met weekly and crocheted over 30 blankets for wounded soldiers. Older students have a "buddy" in a younger class and participate in activities with them. Through these activities, students learn to serve as an active member of the community, and thus grow in faith and maturity. Our graduates continue this spirit of service in high school and college.

The staff, parents, and students work together to promote an atmosphere of respect and responsibility. St. Ambrose graduates have been accepted into the challenging college preparatory programs of Bishop Ireton, Bishop O'Connell, and Paul VI High Schools in the Diocese of Arlington, the private high schools of Gonzaga College High School, Georgetown Visitation Preparatory School, and Oakcrest School, and the prestigious Thomas Jefferson High School for Science and Technology.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

In keeping with the mission of St. Ambrose Catholic School to challenge all students to reach their full academic potential, St. Ambrose administers the TerraNova CTBS Complete Battery to all students in grades two through seven. The tests are designed to obtain accurate information about each student's current achievement in reading comprehension, vocabulary, math reasoning, computation, spelling, language mechanics, and language composition. Additionally, social studies and science tests are given to students in grades four and six. As mandated by the Diocese of Arlington, the tests are given in April. This timing provides the opportunity for the current year teacher as well as the follow-on teacher to observe both strengths and weaknesses of the class in general and of individual students. A criterion-referenced score is also derived from the testing data, which enumerates specific objectives and each student's level of mastery.

St. Ambrose students have consistently scored above average when compared to national student groups. The Assessment Tables in Part VII provide the national percentile of the mean normal curve equivalent, which is a lower score than a national percentile per se. The data show that in the past five years, the class average scores in mathematics for grades 4-7 are at the 75th percentile or higher. In reading, the scores are at the 72nd percentile or higher for all five years. Second grade class averages in mathematics range from 68th percentile to 89th percentile, and in reading, from 71st percentile to 87th percentile for the past five years.

While St. Ambrose meets the benchmark used to identify top ten percent performance, the annual analysis of data has revealed the recent downward trend in the third grade, and a plan of action is being implemented to reverse the trend. For the two most recent years, scores drop from the 80th percentile to the 67th percentile in both reading and mathematics. This disparity is attributed to new staff encountering curriculum-pacing issues, with important instruction taking place after the tests were administered. Adjustments have been made, including the hiring of a Resource teacher to assist in the remediation and identification of learning disabilities for these particular students, and instruction in curriculum mapping techniques which will provide appropriate pacing in all curriculum areas.

Generally there is a decline of a few percentile points over the five years in reading and math at most grade levels. It is important to note that all students, including those with learning disabilities or limited English proficiency, were included in the full test battery. The recent influx of more non-English speaking students, limited English speaking students, and special needs students in the testing population may be causing this slight decline. As the doors are opened to students with learning challenges, student scores may take a temporary dip, but the strong academic program of St. Ambrose will continue to serve all its students. Professional development in areas of the identification of learning disabilities, reading comprehension and problem solving in mathematics has been initiated for the current school year.

The Cognitive Abilities Test is administered to students in grades 3, 5, and 7. Verbal and math aptitude scores are calculated in national percentiles. Actual achievement scores can then be compared to anticipated achievement scores with any discrepancy noted. The vast majority of students at St. Ambrose have little or no discrepancy.

2. **Using Assessment Results:**

Criterion-referenced scores are derived from the testing data in an Objectives Report. Prior to the end of the school year, teachers use these reports to plan for instruction. Using the diocesan Action Plan Hand-Off Worksheet and the Objectives Report, students are identified as having mastery, partial mastery or no mastery of each objective measured. The Hand-Off Worksheet is specifically designed to allow the teachers to identify areas in the curriculum that need reinforcement, as well as the particular students having partial or no mastery

within each strand of the test. Teachers indicate whether the skill was taught, and which instructional strategies have been used.

Once a teacher finishes evaluating the competencies of the students in his or her class, the teacher then consults with colleagues who will be responsible for instructing the students in the following academic year. The teachers work together to develop additional instructional strategies to increase the students' level of competence for various competency objectives and identify resources that could be used to facilitate and improve student instruction. As a result, the curriculum plan for the following year has instructional goals that are specific, measurable, and tied to the data obtained in the competency reports. Teachers are better able to tailor instruction to the needs of their students.

Assessment results help identify students with special learning challenges. These students are referred to a Student Assistance Team for additional strategies or referral for special services. Based on the special needs identified, funds were justified to establish a Learning Resource Program for the current school year. At the other end of the spectrum, standardized test results have been used to identify students eligible for the Johns Hopkins Center for Talented Youth. Students who consistently show mastery of the curriculum are also offered enrichment opportunities within the regular classroom.

3. Communicating Assessment Results:

St. Ambrose believes that parents are the primary educators of their children. As partners with parents, teachers constantly communicate with parents through phone, e-mail, written notes, weekly or monthly letters, interims, report cards, and conferences. Assignment notebooks and parent signature on tests and projects keep parents abreast of the instruction taking place in the classroom and their student's progress.

Standardized test scores for individual students are sent to parents directly. The testing service includes information that helps parents interpret their child's test scores, and delineates national percentiles. Composite class summaries will be posted on the school website.

St. Ambrose takes every opportunity to showcase student achievement. In conjunction with quarterly report cards, students in grades 4-8 are recognized for academic honors and outstanding effort. At the annual 8th grade graduation ceremony, a majority of our students earn the President's Education Awards for Outstanding Academic Excellence and Achievement.

TerraNova test scores are combined with the Iowa Algebra Aptitude Test which is administered to the 7th grade students each spring to anticipate which students will be successful in the high school level Algebra program offered in eighth grade. Two students who successfully completed Algebra in 7th grade were given the opportunity to take Geometry as a distance-learning class through the University of Nebraska. A faculty member served as the proctor to facilitate this accelerated program in Geometry.

Incoming kindergarten students are screened informally in the areas of eye-hand-motor coordination and language development. This assessment gives the teachers ideas for curriculum areas to be emphasized, particularly at the beginning of the school year. Parents are advised of helpful readiness activities. The Phonological Awareness Literacy Screening is administered to kindergarten students in October and May, providing valuable information in reading readiness. Results and recommendations are shared with parents and the first grade teacher.

4. Sharing Success:

St. Ambrose School is known for its academic challenge in a warm, supportive atmosphere. As a small school, we are able to have close contact with all stakeholders. The successes of the students are shared with parents through regular emails and a weekly newsletter from the principal. The parish is kept abreast of the activities and successes of the school in the weekly parish bulletin. Articles describing academic endeavors and social action events are published in the diocesan newspaper. Faculty members participate in diocesan

task forces and committees, and were asked to lead two workshops for fellow educators at the Diocesan Institute in fall 2009.

The school website is current, attractive, and user-friendly. School parents who are experts in the fields of marketing and development donate their time and talent to develop professional marketing materials for the school. Open Houses are held in the fall and winter so that prospective parents can see the academic, social, and spiritual programs offered in our school. Students, who are the school's best ambassadors, lead parents on a tour of the school. Their ability to communicate is the finest demonstration of the successful educational mission of the school.

To further promote the image of St. Ambrose and to recruit students, the principal formed an enrollment management committee. Every aspect of our school is being studied to determine how it can be improved, and how the school's success can be shared with school parents and the wider community. A systematic marketing and development plan is being written. Should St. Ambrose School achieve a *No Child Left Behind Blue Ribbon School* status, it would become a focal point for the marketing initiative. It would be both an honor and the key for all future marketing strategies.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

St. Ambrose Catholic School is committed to academic excellence rooted in the traditions and ideals of the Catholic faith. Following the Diocese of Arlington's guidelines, St. Ambrose's mission is to provide an educational environment in which students are motivated to reach their full academic and spiritual potential. Students are consistently well-prepared for high school, whether parochial, private, or public.

The Religion curriculum introduces Catholic doctrine, prayer, history, morality and the sacraments. Students are encouraged to live their faith through weekly participation in the liturgy and daily participation in the prayer life of the school. Students demonstrate their faith commitment by participating in school-wide endeavors that support local, national, and international charities. Students in second and eighth grades take field trips to local religious sites of historic significance.

The Reading/Language Arts curriculum is a literature based approach coordinating comprehension, phonics, vocabulary, spelling, grammar and study skills. Teachers use various instructional materials and strategies, as well as differentiated small groups based on interest, readiness and learning styles to meet the needs of all students and provide for a well-rounded literacy program.

The Mathematics curriculum emphasizes computational abilities and higher order thinking skills. It covers problem solving, number sense, estimation, statistics, probability, geometry, measurement, patterns, graphing, functions, and algebra.

The Science curriculum emphasizes a hands-on approach and focuses on the scientific method. This approach embraces both theory and experimentation in biology, chemistry, earth science, and physics. Students conduct experiments in the laboratory weekly. Seventh and eighth graders participate in the school Science Fair with winners advancing to the Diocesan Science Fair.

The Social Studies curriculum connects local, state and U.S. history to the global community, past and present. An individual's rights, responsibilities, and civic duties are emphasized. Students engage in the learning process through classroom discussions, debates, field trips, and projects including Colonial Day, Greek Festival and historic simulations.

The Spanish curriculum teaches students in grades one through eight to appreciate the language, geography, cultures, and traditions of Spanish speaking countries. In grades six through eight, Spanish is the equivalent of high school Spanish I and emphasizes fluency in all forms. The program's success is proven by the fact that many graduates place directly into Spanish II as high school freshmen.

The Technology/Computer curriculum is incorporated into daily classroom instruction. Students develop computer literacy and apply ethics in their use of technology. Saint Ambrose utilizes Discovery Education Streaming as a digital resource to supplement the curriculum.

The Library curriculum encourages and promotes reading and research for all grades. The collection holds over 10,000 books with an average publication date of 1997, well above the standard for elementary school libraries. The Accelerated Reader program offers challenging enrichment for our students.

The Physical Education and Health curriculum encourages life-long fitness and health. The students learn values of team work, fair play, confidence, dignity, and respect for all. Students participate in the President's Physical Fitness Program as well as extracurricular sports programs. Through the Health curriculum, students

have had the opportunity to compete in the Big Bones Bash at the Smithsonian, observe open-heart surgery at Fairfax Hospital, and experience actual dissections.

The Art curriculum exposes students to a variety of techniques and mediums which allow students the opportunity to express themselves creatively. Their works are displayed in the school throughout the year.

The Music curriculum exposes the students to many styles of music, famous composers, and a variety of musical instruments. Each student has an opportunity to experiment with instruments. The St. Ambrose Choir, Voice for Life, and Band provide both individual and group vocal/instrumental instruction outside the Music classroom.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The Saint Ambrose reading program uses a variety of instructional methods. Teachers employ whole group instruction, small fluid groups, and one-on-one assistance. The Phonological Awareness Literacy Screening is given to kindergarteners to assess their readiness for a formal reading program. The resource teacher utilizes the Developmental Reading Assessment (DRA) to properly identify students needing additional instruction.

Students receive a solid foundation for reading in the primary grades. By using the Macmillan/McGraw-Hill basal reading series throughout the primary and intermediate grades, teachers are able to provide a strong foundation in phonics, spelling, reading fluency, vocabulary, and reading comprehension. In grades one and two, this includes a coordinated grammar, vocabulary and spelling program featuring patterns and sight words, and daily instruction in phonics. Teachers utilize leveled readers to challenge and support students.

Grades three through five also use the Zaner-Bloser spelling and the Loyola Press grammar series. Literature circles incorporating a variety of genres are introduced to build comprehension strategies, word study, and critical thinking skills.

The middle school program is literature-based using the framework provided by the McDougall-Littell literature series in addition to novels and non-fiction texts. Students prepare regular book reports, sharing their love for reading with their classmates through oral book reports, PowerPoint presentations, posters, and other projects. A highlight of the eighth grade year is the study of Shakespeare and participation in the Diocesan Shakespeare Festival.

Enrichment opportunities are offered through the *Accelerated Reader* program. Intermediate students may participate in the *Battle of the Books*, reading fifteen books in different genres throughout the year, and then participating in a diocesan-sponsored competition. Independent reading is encouraged through the Drop Everything and Read program during the school day and grade-level reading lists each summer. St. Ambrose's reading program is designed to make life-long learners of all students.

3. Additional Curriculum Area:

St. Ambrose has built a robust mathematics program using a variety of resources from manipulatives to technology. Individual white boards allow immediate formative assessment of skills. Interactive Activboard technology is integrated into the lesson plans. To attain consistency and fluid transition across grade levels, the faculty is currently working with the diocese to implement curriculum mapping in mathematics. Teachers regularly participate in workshops and continuing education classes for professional development.

Primary and intermediate teachers teach math concepts through hands-on activities and whole group instruction based on the Houghton Mifflin textbook series. Small group instruction provides enrichment and remediation in the classroom. Additional one-on-one instruction is provided by the resource teacher. Peer tutoring occurs in the classroom and after school.

In addition to classroom activities, intermediate and middle school students compete in the Virginia Math League Contest each spring. Eighth graders will also participate in the American Scholastic Achievement League Contest in February.

In middle school, students are screened for proper placement in Math 7, Pre-Algebra or Algebra. Students who excel in Algebra have the opportunity to receive high school credit for Algebra I. Students who advance beyond the normal curriculum may take Geometry in eighth grade through independent distance learning classes which are supported by the staff.

Middle School teachers utilize the 2005 McDougal Littell series for sixth grade Mathematics through high school Algebra I. This series offers independent online support to students and parents in the form of tutorials, games, and practice exams. Manipulatives include algebra tiles and models for geometry. Students learn abstract concepts while still emphasizing and reviewing basic skills.

4. Instructional Methods:

The Saint Ambrose faculty uses a variety of instructional methods to engage students in active learning and meet their individual needs. Students learn from both teacher-directed as well as student-led activities. Students use various manipulatives across all grade levels and curriculum areas. Activboard technology allows teachers to present materials in visual, audio, and interactive formats. Graphs are used to analyze data and chart scientific observations. Graphic organizers, cause and effect charts, journaling, and character studies are methods regularly used to elevate the critical thinking skills of students.

The school year begins for all students with instruction in study skills and organization. The middle school students are encouraged to become independent learners by recognizing their own learning styles. Teachers allow students to choose a mode of presentation for projects according to their strengths.

Literature circles allow students to be both learners and teachers. Believing that we learn by doing, each member of the group is held responsible for particular skills each week. In this way, students are able to learn from their peers how to organize material, present it succinctly, and work cooperatively as a member of a group. This strategy has been particularly successful with our English Language Learners, providing opportunity for discussion in less-threatening small groups.

Student Assistance Teams meet regularly to address particular students' needs and discuss strategies for meeting the educational and emotional needs of struggling students. The resource teacher works closely with the classroom and specialty teachers to provide a comprehensive look at each child's learning needs.

Middle school students are encouraged to use their particular talents in their school work as well as extracurricular clubs. Students compete in art, poetry, essay, speech, and health contests. Working together in groups, students learn the value of teamwork, and learn from one another.

5. Professional Development:

Students learn best when they are challenged by a nurturing and qualified faculty. The faculty is crucial in fulfilling the school's two-fold educational mission. Professional development is therefore split between the spiritual and academic preparedness of our faculty.

Funding is provided by the school and the PTO to offset the cost for each faculty member to pursue graduate courses and attend professional seminars to meet state and VCEA requirements for certification. The teachers and staff are encouraged to identify and develop their pedagogical strengths through professional development opportunities. Teachers are then encouraged to share their knowledge with other faculty members as they implement the strategies learned in the workshops, in-services, and courses.

Each school year begins with a spirituality day for teachers to devote a day to focusing on the spiritual mission of the school. The annual Diocesan Institute allows teachers to attend workshops and seminars on current educational methods and practices. A Christ-centered discipline plan challenges students to be personally responsible for their actions. This year the faculty collaborated to adapt the traditional discipline plan to reflect preventive discipline philosophy.

Several teachers attended the Arlington Academy, a series of workshops on curriculum mapping. These teachers continue to mentor the rest of the faculty in this diocesan initiative to focus on student learning through alignment of our standards, differentiated instruction, and evaluation strategies.

Title II funding was utilized to provide training on the use of Activboards in the classroom, best practices for instruction of students with learning disabilities, and a character development program. In addition, the teachers take part in the Master Teacher Professional Development Program, providing continuous support throughout the school year. Professional dialogue and collaboration provide teachers the opportunity to focus on enhancing student learning.

6. School Leadership:

The St. Ambrose principal is responsible for the administration of the school and implementation of the policies of the diocese. She manages the school's day-to-day operations, and works in conjunction with the pastor and PTO for strategic planning. The Principal models the importance of a collaborative environment to a strong faith community by an open communicative style, being available to the needs and concerns of all members.

A one-track school has specific challenges. Teachers do not have a "grade partner" and therefore have no built-in support system. For that reason, the principal allows time in the schedule for teachers to work together. In order to maximize impact on learning, collaboration is both encouraged and expected. Faculty meetings encourage full teacher participation.

In order to meet the needs of each class, the principal provides opportunities for the classroom teachers to have input to the master schedule. She studies and reviews standardized test results with the faculty, and facilitates appropriate adjustments to the methods of teaching the curriculum to enhance student achievement. For example, in order to enhance the science program, the principal revised the school schedule to allow the middle school science teacher to teach an additional weekly lab to students in grades 4-8 in the new Science Lab. In response to the teachers' requests, a resource teacher was hired this year to support students with special needs.

The principal delegates leadership responsibilities to faculty members in their areas of expertise, experience, and talent. The Principal spends a portion of her day visiting the classrooms, meeting with students, and reviewing students' work, and thus is aware of academic and behavioral issues as they occur. She is proactive in working with teachers, parents, and students to address areas of concern and effect positive change.

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 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4213</u>	<u>\$4213</u>	<u>\$4213</u>	<u>\$4213</u>	<u>\$4213</u>	<u>\$4213</u>
K	1st	2nd	3rd	4th	5th
<u>\$4213</u>	<u>\$4213</u>	<u>\$4213</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 6229 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1196
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?
100 %

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 Macmillan/McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	74	80	68	89	84
Number of students tested	28	23	22	24	20
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 2 Test: Terra Nova

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

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	79	72	71	87	79
Number of students tested	28	23	22	24	20
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 3 Test: Terra Nova

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

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	67	59	80	81	80
Number of students tested	23	18	21	24	21
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 3 Test: Terra Nova

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

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	67	67	80	83	75
Number of students tested	23	18	21	24	21
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 4 Test: Terra Nova

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

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Aug	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	79	83	76	84	82
Number of students tested	16	22	23	22	27
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: Terra Nova

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

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	79	83	78	72	83
Number of students tested	16	22	23	22	27
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 5 Test: Terra Nova

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

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	79	75	80	80	80
Number of students tested	27	22	21	30	22
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 5 Test: Terra Nova

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

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	83	82	72	85	85
Number of students tested	27	22	21	30	22
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 6 Test: Terra Nova

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

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	81	80	83	77	84
Number of students tested	19	23	30	23	17
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: Terra Nova

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

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	77	76	84	84	84
Number of students tested	19	23	30	23	17
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 7 Test: Terra Nova

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

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	79	84	75	85	83
Number of students tested	26	30	24	14	22
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 7 Test: Terra Nova

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

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	78	92	88	90	86
Number of students tested	26	30	24	14	22
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. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes: