

PART I - ELIGIBILITY CERTIFICATION

12PV240

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12PV240

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 18

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	11	7	18		6	12	17	29
K	15	11	26		7	12	17	29
1	12	11	23		8	15	15	30
2	11	13	24		9	0	0	0
3	12	19	31		10	0	0	0
4	12	17	29		11	0	0	0
5	19	9	28		12	0	0	0
Total in Applying School:								267

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
2 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
2 % 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 2010-2011 school year: 2%

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, 2010 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2010	271
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 3%

Total number of students who qualify: 7

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%

Total number of students served: 14

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>10</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>4</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>1</u>	<u>4</u>
Total number	<u>18</u>	<u>11</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:

24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	94%	97%	96%	97%	96%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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 _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

In April of 1954, groundbreaking ceremonies were held for a parochial elementary school in Leonardtown, Maryland, an area rich in Catholic history and tradition. The school was named Father Andrew White, recognizing the Jesuit priest who came to Maryland in 1634 with the first colonists. The land for the school was donated by the Sisters of Charity of Nazareth, Kentucky, who staffed the school for many years. The regional school is actively supported by St. Aloysius, Our Lady's, and St. Francis Xavier parishes. The pastors of the three parishes work collaboratively to support the mission of the school - to teach Christ's commandment to love God and each other.

Almost fifty-eight years later, Father Andrew White, S.J. School still thrives in the richness of this history. The school's mission is to continue the ministry of Jesus by providing an educational environment for His children where the Catholic faith and gospel values are taught and practiced on a daily basis. The school community attempts to meet the academic and spiritual needs of each child by offering a variety of learning opportunities and challenges in a caring and respectful atmosphere. The faculty strives to prepare students to be responsible, faith-filled, contributing members of society.

Academic excellence is important at Father Andrew White School, but strong Catholic morals and character are also at the center of the school's mission. Five years ago, a plan entitled, "Father Andrew White School: Commitment to Christian Living" was implemented as part of the Middle States Re-accreditation process. The goal of this project was to encourage students to develop a more positive attitude of service and putting others first. Students learned important life lessons based on the Beatitudes, Fruit of the Spirit, Corporal and Spiritual Works of Mercy, and service during various phases of the project. The current area of focus is taking care of God's Earth. The school is actively involved in recycling and conservation projects. Faculty and staff have observed and noted positive changes in students after the implementation of this project.

Father Andrew White School provides an environment in which students demonstrate respect for themselves, peers, teachers, and parents. Students expand and enhance their knowledge in all areas of the curriculum, and apply this knowledge to their changing role in our global society. The staff works to develop positive self-esteem in all students by encouraging the use of their special abilities and talents. The school strives for excellence in all academic pursuits and in the formation of Christian character.

The principal and staff recognize that the students of 2012 live in a world rich in ever-changing technology. Technology has been integrated into all subject areas. Students are provided numerous opportunities to explore and think creatively while using technology as a learning tool. The school celebrates and is very proud of the success of our students in the area of Science, Technology, Engineering, and Math (STEM). Students in grades 5 and 7 have won numerous awards in STEM competitions in recent years and this success is reflective of the school's commitment to broadening and expanding technology in our curriculum. Through numerous grants and donations, the school has been able to purchase a cart of 15 laptops, four SMART Boards, MIMIOS with projectors, Elmos, and other pieces of equipment that advance the use of technology in the classrooms. Over the last two years, teachers have increased the use of technology as part of instruction to further engage students in the learning process.

There are many other strengths and accomplishments that deem the school worthy of Blue Ribbon status. Stability in leadership and the various leadership roles assumed by different faculty members add to the strength of the school. The faculty turnover rate is low and the school has an exceptional reputation in the community. The success of former students is an achievement in which the school takes great

pride. Many eighth grade graduates are awarded scholarships and participate in selective and advanced curriculum classes in high school. Parental support and participation is evident and contributes to the many successes of the school.

The foundation of the school's philosophy is to provide an atmosphere which fosters the spiritual, intellectual, physical, and emotional well-being of each child. The school recognizes that families are the primary educators and that the development of the child is a shared responsibility of the home and school. The two work together to provide support and resources for one another. The various stakeholders of Father Andrew White, S.J. School are united in their commitment to providing all students with a strong academic program and a firm foundation in the Catholic faith.

1. Assessment Results:

A. As a school of the Archdiocese of Washington, Father Andrew White, S.J. School administers the Terra Nova standardized achievement test published by CTB/McGraw-Hill. This assessment has been designed based on specific criteria and objectives to be mastered by students at particular grade levels. The Terra Nova results indicate student performance and mastery of specific content objectives as compared to students of their own age and grade level across the nation. In the spring of 2009, schools in the archdiocese transitioned from the second to the third edition of the test. The third edition utilizes the 2007 norms from an empirical study, while the test questions require students to exhibit advanced levels of knowledge and demonstrate higher-order thinking and problem-solving skills.

There are two main performance levels identified by the Terra Nova test – Proficiency and Partial Proficiency. The Proficiency level includes the Level 4 (Proficient) and Level 5 (Advanced) designations. The Partial Proficiency classification consists of Level 1 (Starting Out), Level 2 (Progressing), and Level 3 (Nearing Proficiency) performance levels. Students at Father Andrew White, S.J. School whose test results indicate they have attained the Proficiency level are considered to be meeting or exceeding the school’s standards. One major goal of the administration and faculty is to ensure that students classified as Partially Proficient continually make progress toward higher performance levels.

In addition to reports indicating performance in relationship to national norms, CTB/McGraw-Hill provides test results directly correlated to the Archdiocese of Washington Academic Content Standards. These results provide information on a sampling of skills rather than measuring all skills taught in the classroom. Performance levels for these reports are divided into three main categories – Mastery, Partial Mastery, and Non-Mastery. For each of the past three years, the large majority of Father Andrew White students have achieved Mastery or Partial Mastery.

B. The administration and faculty of Father Andrew White, S.J. School recognize that test results are most valuable when the testing information is used to support instruction in the classroom. They understand that test results can also be used to help make critical administrative decisions that affect students and their families. Additionally, test results can be used to evaluate the effectiveness of the curriculum and the instructional program.

As a result of this recognition and after analyzing mathematics test data from recent years, the administration and faculty of Father Andrew White School determined that a change in the instructional program was necessary. Several different programs were evaluated. Due to its record of scientific research to support its success and observations of the program in action at nearby schools, the Saxon Math program was selected. The spiraled curriculum and hands-on approach of the Saxon program was first implemented during the 2008-2009 school year. Terra Nova test data from the spring of 2009 indicates that the use of Saxon significantly contributed to gains in mathematics. For example, the national percentile of the mean normal curve equivalent (NCE) for the Father Andrew White Class of 2011 was 62 in 2008, had increased to 77 by 2009, and in both 2010 and 2011 was 87. The current seventh grade class achieved national percentile of the mean NCE scores of 78 in 2008 and 91 in 2009. In both examples the scores from 2009 to the present far exceed the required national percentile of the mean NCE scores for Blue Ribbon School designation.

The Father Andrew White School test data for reading suggests that scores have been historically and consistently strong. For example, the class of 2010 had national percentile of the mean NCE scores of 83, 80, 83, and 87 from 2007-2010. Over the past four years, the current eighth grade class has attained scores

of 81, 81, 78, and 81. The performance trends suggest several factors that have likely contributed to stability and smaller gains in this curriculum area. The integrated Language Arts program used in kindergarten through fifth grade incorporates a balanced instructional approach to reading, writing, speaking, and listening skills. Primary grade instructors combine whole-group lessons with small group instruction using leveled readers. Students in grade six through eight greatly benefit from a literature-based program with a focus on writing and research. In addition, for the past several years, teachers across all grade levels have been using the Accelerated Reader (AR) program to increase reading comprehension. Many teachers require the students to record their daily reading minutes and obtain parent verification. Finally, recognizing the significance of maintaining reading skills during the summer months, the faculty develops and implements a summer reading program each year.

The performance trends in test data for Father Andrew White, S.J. School have likely been influenced by two additional factors. Teachers are now required to document the use of archdiocesan academic content standards in their lesson plans, while focusing on aligning instruction and assessment to the standards. An additional cause for the performance trends associated with the test data is the influx of students to the middle school grades in the past few years. For example, the number of sixth grade students tested increased from 25 in 2009 to 30 in 2011. Seventh grade data exhibits a similar trend – only 22 students tested in 2008 as compared to 30 students in 2011. These changes in the student population likely played a role in the differences in test scores.

2. Using Assessment Results:

The faculty analyzes and reviews standardized test scores twice a year as a whole group. At the end of the year faculty meeting, teachers examine scores of the current classes and discuss successes and areas of necessary improvement. In the fall of the following school year, teachers analyze the results of incoming classes in more detail and plan instruction for the year accordingly. Standardized test scores allow teachers to individualize learning goals for all students and identify strengths and weaknesses that need to be addressed. The faculty reviews school-wide trends in scores and adjusts instruction to better meet the needs of all students.

Adjustments have been made in the areas of math and writing in recent years due to the analysis of the school's standardized test scores. Scores had suggested a subtle drop in math in several grades. The faculty brainstormed ideas to address this weakness and a decision was made to implement a new series, Saxon Math. More specifically, the areas of fact computation and problem solving were emphasized by math teachers. Standardized test scores improved in the area of math after this analysis and implementation. Grammar skills and the writing process are other curriculum areas that have been enhanced after thorough review of test scores. The 6+1 traits approach to writing instruction was adopted school-wide. Daily sentence structure and more extensive grammar practice were also determined to be necessary for improvement in these areas.

Standardized test scores serve as a useful tool for planning and execution of curriculum, but other forms of assessment are utilized as well. Formal and informal assessments occur daily in the classroom and results of these assessments are shared consistently with students and parents. Continuous formative and summative assessments provide details on student growth throughout the year. The STAR reading test is given to students in grades 2-8 quarterly and gives teachers, students, and parents information on reading skills and growth in comprehension. The resource teacher assesses the reading ability of Grades K and 1 at the beginning and end of each school year with the Reading A-Z program. Turning Point comprehension clicker quizzes are used weekly in several classes to assess reading comprehension and provide immediate feedback to teachers. Math placement tests taken by middle school students determine class placement for the following year. In preparation for high school, eighth grade students take mid-term and final exams. Assessments are also administered to incoming students during the summer to determine skill levels in relationship to our curriculum. This provides information about new students to classroom teachers. The resource teacher is available to assess students anytime throughout the school year when teachers determine a need.

Assessment data, formal and informal, is disseminated to parents and students to keep them informed of academic achievement. The Terra Nova home report is mailed to parents with the year's final report card. Reports cards are distributed quarterly and a mandatory parent- teacher conference is held for each student at the end of the first quarter. Other parent- teacher conferences are conducted throughout the year on an as needed basis. Mid-quarter progress reports are also given to parents to provide an update on student progress and growth. Student tests and other graded papers are shared with parents weekly in the Tuesday communication folder, which is a system utilized by the whole school. Teachers in the primary grades also share student information with parents in a weekly Friday folder.

The hard work and success of the students is recognized and valued. Honor roll assemblies and the publication of honor roll students in the local newspaper are examples of how academic achievement is shared and celebrated with the community. The Improvement Honor Roll also honors students who show continuous effort and improvement.

Father Andrew White School recognizes that assessment is key to understanding student learning and improving instructional practices. Through the use of a wide variety of assessments and tools, the school strives to continuously improve instruction and implement best practice strategies that benefit all students.

3. Sharing Lessons Learned:

Father Andrew White School is proud of the success of our students and staff and is eager to share successful strategies with other school communities. The faculty participates in all professional development opportunities offered by the Archdiocese of Washington. Time is allotted to teachers to swap and share effective ideas and practices. Some of the ideas Father Andrew White teachers have shared include the K-3 cross-curricular social studies unit, productive uses of writing folders, successful ways to conduct a science fair, and how to plan and execute a family math night.

Faculty and staff from other schools have visited the school to observe and gain knowledge about the Saxon math program. Teachers have paired with their peers from other schools on their grade level and shared their experiences with the math program. In addition, the school shared its success of a virtues education program with other schools in the diocese. Materials were offered and examples of student work and monthly activities were provided as guidelines. Innovative and creative ideas were shared with principals, representatives from other schools, and Diocesan personnel at the Middle States Colloquium. The five year outline of the school's action plan was explained in detail and updates on the outcomes of the program have been provided to the school community.

Father Andrew White School has a strong working relationship with St. Mary's Ryken High School, the only local Catholic high school. Father Andrew White middle school teachers have conferenced with department heads from St. Mary's Ryken to discuss strengths and weaknesses recognized in Father Andrew White graduates. Advice was offered for supplementing the curriculum to better prepare students for high school. Expectations of incoming freshmen were shared by the high school faculty as well. Many graduates from Father Andrew White School have earned academic, leadership, and fine arts scholarships to St. Mary's Ryken. A high percentage of students accepted into The Xavierian Programs of Academic Excellence (XPAX) are graduates of Father Andrew White School. This program is a curriculum of rigorous and accelerated study for advanced students.

4. Engaging Families and Communities:

Father Andrew White School is fortunate to have extreme support and involvement from its families and community. Communication is crucial to the success of the parent and school partnership. Due to recent upgrades in technology, communication between the school and parents has greatly improved. The school website serves as a source of vital information to the school community. Monthly calendars of events, hot lunch menus, weekly bulletins from the principal, and classroom newsletters are available on-

line. Many teachers also utilize the school website and e-mail system as a way to communicate weekly, even daily, with parents. A list of fundraisers, pictures of school activities, and school policies are examples of other information accessible on the website.

The school hosts three open houses during the school year. The first is held prior to the opening of school. Classroom information packets that outline academic policies and expectations are distributed to families. The second is held during Catholic Schools Week, providing an opportunity for current and prospective families to visit the school and observe classroom procedures. The last open house takes place just prior to registration for the following school year. The staff and faculty are available to answer questions concerning curriculum. Families interested in enrolling their children can schedule a “shadow” day in order to experience a typical school day.

Father Andrew White School is fortunate to have access to many programs offered through the Patuxent River Naval Air Station. Through this partnership, students are able to experience field trips to the base and guest speakers are able to come into the school to speak on the topics of math and science. Personnel at the base instruct and coordinate all aspects of these programs. Grants from the Department of Defense have also been made available for the purchase of technology equipment for the school.

The school engages community members and invites them to the school for activities such as Catholic Schools Week prayer services. Parents and community leaders have been guest readers in the school. Others have participated in Career Day, speaking to students about their careers and the education needed for their various occupations. Parents volunteer regularly as classroom assistants, chaperones for field trips, and coordinators for class projects. Many are Father Andrew White graduates and still support and are committed to the mission of the school.

1. Curriculum:

Father Andrew White School provides a strong core curriculum for all students in grades Pre-K through 8. The school adheres to the standards established by the Archdiocese of Washington. Students take responsibility for their own learning and study skills are emphasized in all subject areas. Students are encouraged to use critical and analytical thinking skills in all core curriculum areas and opportunities are provided for students to be creative and innovative in their thinking.

As a Catholic school, faith is the basis for all that is taught. The religion standards of the Archdiocese of Washington direct religion instruction and faith formation. Curriculum includes a strong focus on worship, sacraments, prayer, and service. A highlight from the past three years has been the school-wide retreat day. Service projects occur throughout the school year including the Walk for the Poor, Operation Christmas Child, the annual Mission Drive, serving at a soup kitchen, and clothing and food drives.

The language arts curriculum provides opportunities for students to read various types of literature, improve writing skills, and conduct research. Spelling, grammar, and handwriting are taught and emphasized in all grades and phonics skills are taught in the primary grades.

The math curriculum includes activities requiring students to think critically and challenges students to use various problem solving methods. Students are exposed to “real life math” applications, basic fact memorization, and algorithm processes.

In the area of science, students in grades K through 8 visit the science lab once a week and perform hands-on experiments to enhance understanding of the scientific method. A full-time science teacher/coordinator works with classroom teachers to support classroom instruction in the areas of physical, earth, and life sciences. Science instruction includes environmental field trips scheduled by the public school system. Students in grades 4-8 participate in the annual school science fair. Winners at the school level advance to county and regional science fairs where they have experienced great success.

The social studies curriculum is strong in mapping skills in the primary grades and rich in the study of history in grades 4 through 8. The middle school curriculum focuses on history, culture, economics, and geography. Each year students in grades K-3 participate in a cross-curricular study of a specific country, such as Australia, China, India, and many others.

The school provides instruction in special areas such as physical education, art, music, library, and technology. Students in grades Pre-K through 8 attend classes in these areas once a week. They have the opportunity to learn how to live healthy, active lives in physical education classes. Many students earn awards in the Presidential Fitness Challenge. The student body participates in a curriculum-integrated Field Day in the spring. Students exhibit their creativity in a variety of medium during art class. Students have won local art contests, including the Knights of Columbus Keep Christ in Christmas poster contest. In music classes students learn music theory, explore music history, and participate in vocal and instrumental performances. The school band, available to students in grades 4 through 8, has won many honors, including a Superior Rating in the Archdiocesan band festival. Students have access to over 6,000 volumes in the school library. In the computer lab students learn and apply technology skills.

Father Andrew White, S.J. School is in compliance with the program’s foreign language requirement. Eighty minutes of Spanish instruction is provided each week for all students in grades 6 through 8. The teacher provides instruction in both conversational and grammatical Spanish and textbooks and workbooks are accessible for the students.

The curriculum of Father Andrew White School is well-rounded and strong in many aspects. It enables students to explore their individual interests and develop their strengths in a caring, faith-filled environment.

2. Reading/English:

The language arts curriculum provides opportunities for students to read different genres of literature while practicing and improving fluency and comprehension skills. Students are exposed to text rich in vocabulary at all grade levels. The writing process and language mechanics are taught in the primary grades and reinforced throughout the curriculum. Phonics and word attack skills comprise the basis of the language arts curriculum at the primary level. The curriculum builds from year to year and best practices and strategies are taught and revisited at each grade level.

Grades K through 5 utilize the Harcourt Brace reading program to address a variety of language arts skills. This integrated program addresses reading skills, as well as vocabulary development, writing, grammar, and spelling skills. Students in the middle school explore different reading genres in the literature program offered to them. Writing, research, spelling, and grammar are also taught and consistently reinforced in the middle school.

The staff of Father Andrew White School is proud of the success of the language arts program in shaping and molding life-long readers. The students have access to a computerized Accelerated Reader program which encourages independent reading and strengthens comprehension skills. Individualized goals are set for students, helping all readers attain success. Teacher incentives encourage students to reach their full potential and constantly challenge them to read more. The school librarian and technology integration specialist are actively involved in monitoring the Accelerated Reader program. The librarian has attended Accelerated Reader workshops in an effort to support teachers and expand this reading incentive program.

Grammar and basic writing skills are taught and practiced at all grade levels. Professional development has been provided for teachers in the effective use of the 6+1 traits approach to writing instruction. The students use the writing process focusing on prewriting, drafting, revising, editing, and publishing. A portfolio of writing samples follows students from grade 3 to 8 ensuring that all types of writing were taught and practiced. Speaking and listening skills are also emphasized throughout the language arts curriculum. Classroom projects and competitions provide experience in public speaking and formal presentations.

The integration of reading and writing in all subject areas is an essential component of the core curriculum at Father Andrew White, S.J. School. The students recognize and understand the importance of strong reading, spelling, language, and writing skills. These skills are crucial and necessary for later success at all levels.

3. Mathematics:

The math curriculum of Father Andrew White School encompasses all strands of the Archdiocesan standards including number sense, computation, algebra and functions, geometry, measurement, and problem solving.

During the primary years, the Saxon math program focuses on building a strong foundation. Teachers lead a daily Math Meeting, reinforcing previously taught skills such as patterning, telling time, and counting money. The Meeting also sharpens mental math abilities. Instructional strategies include hands-on math activities with manipulatives, allowing students to understand more abstract concepts in later grades. Examples of real-life situations to teach the application of various math skills are also incorporated. Students in grades 1-3 complete daily fact and guided class practice sheets. The continuous fact practice and the spiraled review have proven to be beneficial for all primary students.

Father Andrew White School firmly believes that each student must be assessed individually and placed in a mathematics program that best meets their needs. Beginning at the end of fourth grade, students are given a mathematics placement test. Based on that test, the students' standardized assessments, and the students' overall average in math, they are placed on one of three possible tracks in advanced mathematics through middle school. Those tracks include students who may take Algebra 1 in seventh grade and Geometry in eighth grade. Other advanced students are on a track to take Algebra 1 in eighth grade. The rest of the students are placed on a regular mathematics track which concludes with a Pre-Algebra course in eighth grade. Every year the students are reassessed to determine their appropriate track.

Since using the Saxon Math Program, the number of students in advanced math has increased significantly. Currently 18% of fifth graders, 62% of sixth graders, 59% of seventh graders, and 77% of eighth graders are in the advanced math program.

Father Andrew White students in the advanced math track who wish to attend St. Mary's Ryken High School are required to take an Algebra 1 validation test. The exam is challenging and few incoming freshmen pass the test to advance to Geometry. For three consecutive years, all the Algebra 1 students from Father White School have taken and passed this test.

The math curriculum is supplemented and supported by additional activities. These activities include the St. Jude's Math-a-thon, SMECO Math Computer Bowl, and Family Math Night. "Mathletics", an on-line program, challenges students in grades 2-8 to further develop math skills. The middle school uses the Accelerated Math program, allowing teachers to differentiate math instruction for students.

4. Additional Curriculum Area:

Father Andrew White School prides itself on the inclusion of Science, Technology, Engineering, and Mathematics (STEM) programs in the curriculum. Starting in third grade, students participate in STEM activities. Once a week for six weeks, third grade students work with mentors from the Patuxent Naval Air Station to program Lego robots to perform a variety of tasks. The students learn to build the robots as well as program them using special computer software provided by Lego. This STEM program culminates with a special presentation for the students' parents in which they demonstrate the skills they have learned.

For the past three years, fifth and seventh grade students have participated in the National Defense Education Program (NDEP) in-school STEM Program. Each year college student mentors and mentors from the local naval base come once a week for twelve weeks to guide students as they build and program robots to perform several challenges as outlined by NDEP. In addition to the robotics, the students are required to complete a research project pertaining to that year's topic. This STEM program culminates in the spring with students competing against peers from several public and private schools in the region. The student teams are judged by a group of engineers on their research, teamwork, and technical abilities as it relates to the robotics. At the conclusion of the competitions, Father Andrew White students have won a majority of the awards including 1st, 2nd, 3rd, and 4th place overall awards. As 1st and 2nd place overall winners, many students have had the opportunity to attend environmental camps and field trips in the summer funded by NDEP. A large number of students have been selected for inclusion in high school STEM programs and advanced curriculums.

For the past three years, students have also participated in the First Lego League (FLL), a world-wide robotics/research program. Since the introduction of this after school STEM program, the number of teams and students participating has tripled. As a result of the increased interest, students in grades 4-8 are now required to complete an application and write an essay in order to participate. The teams have competed at the regional level, and have won numerous awards for their "Robot Design", "Creative Presentation", "Project", "Innovative Strategy", and "Research". In addition, two teams have earned the overall "Champions" award, the highest award possible. This year one team was selected as the

“Champions Runner-up”. Award-winning teams at the regional level have qualified for the state competition where they have also achieved success.

5. Instructional Methods:

The faculty of Father Andrew White School works diligently to ensure that the learning needs of all students are met. The school recognizes the importance of understanding different learning styles of students. Inventories and assessments are used to determine student strengths and weaknesses and measures are taken to meet identified needs. Standardized tests, other formal assessments, and informal assessments are used for grouping and instruction by classroom teachers. Whole group and small group instruction are utilized at all grade levels. Cooperative and project learning are other methods used by teachers to enable students to acquire knowledge and skills. A full-time resource teacher is on staff to support classroom teachers by providing individual and small group remedial and enrichment instruction. Inclusion and pull-out are other strategies used to meet the needs of all learners. The resource teacher is also readily available to provide support and assistance to middle school students on an as needed basis. An example of this support is the study skills course taught to students in grade 6. The purpose of this course is to help students adjust and transition to the more rigorous workload of the middle school curriculum. Many different study strategies were introduced allowing students to choose methods best suited to their learning style.

Classroom teachers in the primary grades address reading and language art skills through both whole group and small group instruction. Individualized assignments and student choice of assignments are utilized as ways to meet the learning needs of all students. Rubrics are used to give students clear expectations for projects and assignments. The school use of the Accelerated Reading and Accelerated Math computer programs are also ways that instruction is differentiated and modified for individual students.

Math instruction is differentiated in the school in many ways, particularly in Grades 4 through 8. Students in these grades are given an assessment which determines the track they will take in middle school. Teachers in the primary grades meet the math learning needs of all students by using math centers and small group instruction in the classrooms. The Saxon math program also offers an adaptation program that is used with students with special learning needs.

The faculty of Father Andrew White values the strengths of all students and recognizes and respects the weaknesses. The teachers work effectively and collaboratively in an effort to reach all students and to help them reach their maximum potential.

6. Professional Development:

Faculty members are supported and encouraged to broaden their knowledge through the effective use of professional development. Each school year, every teacher on staff fills out an action plan determining areas where professional development would be most beneficial for the individual. The principal is supportive and recognizes the positive effect of continued teacher education on student success. Teachers are encouraged to share successful practices obtained from professional development with their peers. Time at faculty meetings is devoted to work in professional learning communities with a focus on sharing current trends and practices in education.

All full-time staff members hold valid teacher certification issued by the Maryland State Department of Education. Teachers maintain current certification by earning the required additional credit hours. The courses offered through the county public school system are frequently utilized by the staff of Father Andrew White. Teachers also benefit from Title II professional development funds available for non-public school use. In addition, teachers explore other workshops and graduate level coursework that would improve their classroom instruction.

Several teachers completed a class in integrating technology into the curriculum. They acquired knowledge for the use of SMART Boards, I-pods, and other means of technology in the classroom. Teachers have also attended the National Council of Teachers of Mathematics annual conference and brought many new and innovative ideas to the school's math curriculum. In an effort to improve the writing skills of the students, teachers have also been trained on the use of the 6+1 Traits of Writing approach.

Technology is a focal point of the school and it is important that all teachers are trained in the use of equipment and programs. The full-time technology integration specialist plays a crucial role in ensuring faculty and student success in this area. One example of the support offered is assisting teachers in the development of electronic assessments. Several teachers use the Turning Point Assessment Tool as a way to obtain information on reading comprehension.

Selected professional development opportunities have a direct correlation to the curriculum standards set forth by the Archdiocese of Washington. Therefore, students benefit from teachers implementing best instructional practices. Adhering to these practices leads to high levels of student achievement.

7. School Leadership:

Father Andrew White School adheres to policies of the Archdiocese of Washington. The day to day operation of the school is under the guidance of the school director (pastor of St. Aloysius Parish) and the principal. The School Advisory Board is comprised of representatives from the three regional parishes, the non-Catholic population, the Home and School Association, and the faculty. The principal and the pastors of the three supporting parishes are also board members. The school has a very active Home and School Association and all parents, school volunteers, and supporters are encouraged to participate.

The principal has served in this position for 18 years and was a teacher at the school prior to assuming her current duties. Several members of the staff, including the school secretary, are not only graduates but have spent their entire career at the school. This provides evidence of strong tradition, pride, and belief in the importance of Catholic education. In addition, many present students are the second and third generation of their family to attend Father Andrew White School.

The principal provides support and leadership for the staff in various ways. Leading a daily school-wide morning prayer service, visiting classrooms both formally and informally, and ensuring that communication lines are open are examples of the strengths of the school leader. Faculty members have been encouraged to participate in Archdiocesan leadership workshops and have been selected for the Leadership Academy led by the superintendent.

Over the past three years, three teachers have received a special honor from the Archdiocese of Washington. The Golden Apple Award recognizes ten teachers each year in the diocese who embody the qualities of a Catholic educator committed to Catholic identity and academic excellence. Father Andrew White School stands alone as the only school in the Archdiocese to have a teacher selected as a winner for each of the first three years of the award's existence. Prior to the establishment of the Golden Apple Award, several Father Andrew White teachers were also recognized as Southern Maryland Teacher of the Year. The principal also received special recognition as the Archdiocesan Principal of the Year in 2000.

The leadership of Father Andrew White, S.J. School is strong and stable. All groups involved in the implementation of the school's mission work together as a cohesive unit. This in turn leads to an environment conducive to maximum student performance and growth.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$5125</u>	<u>\$5125</u>	<u>\$5125</u>	<u>\$5125</u>	<u>\$5125</u>	<u>\$5125</u>
K	1st	2nd	3rd	4th	5th
<u>\$5125</u>	<u>\$5125</u>	<u>\$5125</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? (School budget divided by enrollment) \$5820

5. What is the average financial aid per student? \$256

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? 75%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: Second/Third Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	76	77	79	78	85
Number of students tested	30	30	30	26	30
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Began using the Third edition of the Terra Nova in 2009.					

12PV240

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: Second/Third Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	78	69	72	78	73
Number of students tested	30	30	30	26	30
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Schools in the Archdiocese of Washington transitioned from the Second to the Third edition of the Terra Nova in the spring of 2009.					

12PV240

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: Second/Third Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	87	84	91	83	66
Number of students tested	30	30	30	30	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Began using the Third edition of the Terra Nova in 2009.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: Second/Third Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	82	77	88	81	62
Number of students tested	30	30	30	30	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Began using the Third edition of the Terra Nova in 2009.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: Second/Third Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	73	86	85	62	77
Number of students tested	26	30	30	30	25
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Began using the Third edition of the Terra Nova in 2009.					

12PV240

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: Second/Third Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	70	83	81	64	83
Number of students tested	26	30	30	30	25
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Began using the Third edition of the Terra Nova in 2009.					

12PV240

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: Second/Third Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	88	85	77	82	83
Number of students tested	30	27	25	28	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Began using the Third edition of the Terra Nova in 2009.					

12PV240

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: Second/Third Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	84	78	66	80	84
Number of students tested	30	27	25	28	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Began using the Third edition of the Terra Nova in 2009.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: Second/Third Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	92	87	93	90	87
Number of students tested	30	24	25	22	28
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Began using the Third edition of the Terra Nova in 2009.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: Second/Third Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	81	73	83	88	87
Number of students tested	30	24	25	22	28
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. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Began using the Third edition of the Terra Nova in 2009.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Terra Nova

Edition/Publication Year: Second/Third Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	87	90	91	86	83
Number of students tested	28	24	20	28	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Began using the Third edition of the Terra Nova in 2009.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Terra Nova

Edition/Publication Year: Second/Third Publisher: CTB/McGraw-Hill Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES					
Average Score	73	87	91	87	86
Number of students tested	28	24	20	28	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. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Began using the Third edition of the Terra Nova in 2009.					

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