2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) ✓ Elementary __ Middle __ High __ K-12 __Charter

Name of Principal _____Mrs. Diane M. Drews_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name _____Saint Leo the Great Catholic School_____
(As it should appear in the official records)

School Mailing Address_____3704 Old Lee Highway_____
(If address is P.O. Box, also include street address)

Fairfax _____ Virginia _____22030-1806_____
City   State   Zip Code+4 (9 digits total)

County _____Fairfax_____ State School Code Number* _____N/A_____

Telephone (703) 273-1211 _____ Fax (703) 273-6913_____

Website/URL_____www.saintleothegreatschool.org_____ E-mail ddrews@saintleothegreatschool.org

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

_____ Date_____
(Principal's Signature)

Name of Superintendent* _____Dr. Timothy J. McNiff_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name_____Diocese of Arlington_____ Tel. (703) 841-2519

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

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson _____N/A_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)
I have reviewed the information in this package, including the eligibility requirements on page 2, 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.

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 grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
         _____ Middle schools
         _____ Junior high schools
         _____ High schools
         _____ Other

       __N/A__ TOTAL

2. District Per Pupil Expenditure: __N/A__

    Average State Per Pupil Expenditure: __N/A__

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [   ]   Urban or large central city
    [   ]   Suburban school with characteristics typical of an urban area
    [✓]   Suburban
    [   ]   Small city or town in a rural area
    [   ]   Rural

4. __13__   Number of years the principal has been in her/his position at this school.

    _____ If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	31	28	**59**		**7**	22	25	**47**
K	25	26	**51**		**8**	24	27	**51**
1	16	31	**47**		**9**	N/A	N/A	N/A
2	24	24	**48**		**10**	N/A	N/A	N/A
3	27	22	**49**		**11**	N/A	N/A	N/A
4	27	15	**42**		**12**	N/A	N/A	N/A
5	29	26	**55**		**Other**	N/A	N/A	N/A
6	28	22	**50**					
						TOTAL STUDENTS IN THE APPLYING SCHOOL →		**499**

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of   83   % White
    the students in the school: 3   % Black or African American
         5   % Hispanic or Latino
         9   % Asian/Pacific Islander
         0   % American Indian/Alaskan Native
    100% Total

    Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3 % (2004-2005)

    [This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	7
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	509
(5)	Total transferred students in row (3) divided by total students in row (4)	0.029
(6)	Amount in row (5) multiplied by 100	2.9

8. Limited English Proficient students in the school: 2 %
       10 Total Number Limited English Proficient
    Number of languages represented: 12
    Specify languages: Spanish, Vietnamese, Tagalog, French, Italian, Portuguese, Chinese, Korean, Greek, Arabic, Latvian, Polish.

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

    Total number students who qualify: 0

    If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___8__%

                                        __38__ Total Number of Students Served

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

____Autism	____Orthopedic Impairment
____Deafness	_2_ Other Health Impaired
____Deaf-Blindness	_11_ Specific Learning Disability
_6_ Emotional Disturbance	_10_ Speech or Language Impairment
_1_ Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
_8_ Multiple Disabilities	

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

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	1	1
Classroom teachers	24	3
Special resource teachers/specialists	3	0
Paraprofessionals	3	11
Support staff	2	5
Total number	33	20

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 20:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	98%	97%	96%	96%	96%
Daily teacher attendance	97%	97%	98%	94%*	96%
Teacher turnover rate **	9%	19%	15%	21%	13%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

* Lower rate due to 5 teachers with long term illnesses.
** Out of town moves, retirement, and a leave for terminal illness.

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.   N/A

                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   100 %

PART III - SUMMARY   (The school's Philosophy of Learning is italicized.)

Saint Leo the Great Catholic School is a dynamic learning environment rooted in Catholic faith and tradition. With Jesus Christ as our model and guide, we follow faithfully on a lifelong journey to grow and develop spiritually, intellectually, emotionally, socially, physically, and culturally...

The school motto, "Together in God's Light," illuminates our journey. Preparing 499 children to become life-long learners, influencing their moral character, and encouraging them to participate actively in the life of the Church are core elements of our teaching vocation. The school has provided outstanding educational opportunities for 48 years. Since its inception, it has expanded to include preschool, extended day program, special learning needs center, foreign language program, middle school advisory program, full-time guidance counselor, nurse, and encore faculty. An art studio, state-of-the-art technology lab, 10,000 volume library with resource area for parents and teachers, gymnasium with climbing wall, and an award winning band program enhance the core subjects. Enrichment programs (field trips, assemblies, speakers) broaden the students' horizons. Strong co/extra curricular programs include: student council, peer mediation, National Junior Honor Society, band, choir, altar servers, buddy programs between grades, chess club, television production team, safety patrols, scouting, and intramural sports. The school proudly works with community agencies such as the Knights of Columbus, Optimist Club, Court Appointed Special Advocates, and Saint Vincent de Paul Society. In cooperation with the City of Fairfax Police Department, Saint Leo the Great was the first to implement the D.A.R.E. (Drug Abuse Resistance Education) program in 5th grade and has since expanded it to 7th grade. Collaborating with the Fire and Rescue Department, the school was awarded a state grant to implement the "RiskWatch" safety program in preschool through 8th grade. Students use George Mason University's theater and library, and middle school advisories work with GMU's teambuilding program each year.

...We recognize each person as a creation of God made in His image with unique gifts and talents. Throughout the learning environment, educators incorporate Gospel values and foster a spirit of inquiry. We employ a variety of tools and techniques to challenge each member of the faith community to achieve his or her full potential...

The spirit of inquiry that permeates Saint Leo the Great encourages each student to imagine, reflect, make decisions, solve problems, and demonstrate analytical and logical thinking. An on-site academic support program/learning center and additional enrichment resources meet the individual needs of all learners. The school was the first in the diocese to offer middle school electives in art, music, and library. Students choose from a variety of courses including TV News/Production, Mythology, Great Composers, Guitar, Music on Stage, Portraits, Survival in Wartime, and Cartoons/Animation. They also continually seek challenges in community and national arenas. The Safe and Drug Free Youth Program of Fairfax County Public Schools publicly recognized the school for exemplary student leadership development. Saint Leo the Great has the most Congressional Award participants and recipients of medals in the Diocese of Arlington. Students have published work in the *Anthology for Young Americans*, the *Anthology for Poetry*, and in community newspapers. In the last five years, four national winners in the Catholic War Veterans Easter Poster Contest were Saint Leo the Great students. Each year, students excel by winning honors in diocesan competitions such as Science Fair, Spelling Bee, and Band Festival.

...In collaboration with parents, the child's primary educators, our community provides a safe, nurturing atmosphere, infused with faith, morals and Catholic principles. Together, we prepare children to be faithful Catholics and productive citizens in a global and technological society...

The school seeks and welcomes parent involvement. The PTO has been indispensable in providing "people power" and financial support to the school community and programs. With parent involvement, Saint Leo the Great was the first elementary school in the diocese to initiate a development program and endowment fund to help finance future school needs. It has become a model for other diocesan schools. The school community is built and fortified through Catholic action, and is faithful to the Catholic social teaching of solidarity through continual outreach to those in need, both locally and in the broader international community. Students help to relieve the suffering of those less fortunate through service, collections of food and clothing, monetary donations, and prayer.

...We strive to teach as Jesus does---with authority, compassion, and love.

1. *Assessment Results*

From 1998 to 2003, Saint Leo the Great Catholic School administered the TerraNova Achievement Test (TerraNova) by CTB/McGraw Hill in the fall (September) of each academic year. In 2005, the TerraNova was administered for the first time in the spring (April) in accordance with the mandates of the Diocese of Arlington. The TerraNova includes a battery of tests that sample skills and concepts across content/curriculum areas. The tests are norm-referenced; that is, the scores of individual students and groups of students can be compared with other students and groups in the nation.

An assessment table of Saint Leo the Great students' scores for the past five years is included in Part VII: Assessment Data. The students' overall performance in reading and mathematics over the past five years has been significantly above average, placing them in the top quartile when compared with the scores from the national norm group. The superior achievement is evident when compared with the National Percentile of the Mean Normal Curve Equivalent (NP of the Mean NCE). In the last five years, all but one of the total scores in reading in grades 2 through 7 was at or above the 75th percentile; and all but six of the total scores in mathematics were at or above the 75th percentile.

Based on the TerraNova test data provided by the Office of Catholic Schools for the last five years, our students' performance in grades 2 through 7 in reading and mathematics has also been consistently at or above the average scores of other Diocese of Arlington elementary schools, with only one exception. In 2001, the 5th grade mathematics score was unusually lower than the diocesan average. Saint Leo the Great Catholic School prides itself in determining the reasons for any unusually high or low score that may appear in the standardized test results. To identify the reason for this anomaly, the school requested CTB to perform an in-depth analysis of the variance. The CTB report indicates that students failed to answer an unusually large number of items throughout the test. Therefore, subsequent test taking information given to students via teachers and parents strongly reinforced that "they (students) must choose the best possible answer for all questions."

A final indication of the excellent performance of the students in reading and mathematics is evident in the test scores for the 2004-2005 academic year. Utilizing the NP of the Mean NCE scores provided by the United States Department of Education, Saint Leo the Great is ranked in the top 10% of all schools nationally in reading and mathematics in grades 2 through 7.

2. *Using Assessment Results*

Each year, assessment data from the TerraNova test is reviewed by every classroom teacher, the Principal, and the school's testing coordinator. This data enables the teachers to identify students' needs for both remediation and enrichment, refine lessons, and improve group performance.

From 1998 through 2003, when testing was conducted in the fall, analysis was completed in two ways: By grade level, to show the performance of different students at the same grade; and by cohort/class, to show the performance of the same group of students over time. A half day faculty meeting based on this analysis outlined strategies to improve classroom and individual performance. When new test results are available in spring 2006 and succeeding years, similar analyses will be conducted.

In 2005, with the advent of spring testing, the school refined its process for reviewing TerraNova test results. Each August, a full day is devoted for teachers to meet in teams (consisting of the students' former and current teachers) to discuss individual testing results. Attention is given to students who achieved partial mastery or lower. The team identifies and discusses instructional strategies that meet the needs of these students, discuss and analyze reasons for their levels of mastery in specific content areas in reading, math, and language arts, and create a plan to improve overall group performance. In their weekly lesson plans, the current teachers include instructional strategies that they will implement to address students' needs.

Other strategies that improve individual and group performance include the use of a language arts textbook series with TerraNova style benchmark assessments, the implementation of teacher mentoring and development programs, peer observation and reviews of teaching methods. Additionally, teachers are encouraged to utilize student familiarization programs. This includes the use of *Classroom Connections to TerraNova*, a resource guide for teachers, teacher-created assessments similar in format to the TerraNova, and general standardized test-taking strategy lessons.

3. *Communicating Assessment Results*

Parents/guardians receive the CTB Home Report with a cover letter from the Principal that includes information to help parents understand the test results, and contact information if parents have questions. The Principal invites all parents to an open forum where she presents an overview of the standardized testing program, shares grade level results along with diocesan averages, and answers questions regarding assessment.

Student performance is the focus of the semi-annual parent-teacher conferences. Interim progress reports and quarterly report cards monitor student performance. Students earn honor roll distinctions based on their academic and behavioral performance. Students experiencing academic difficulties receive support from the classroom teacher, academic support teacher, and guidance counselor who consistently communicate and collaborate with parents to identify the source of learning difficulties and provide strategies for successful learning.

Student accomplishments are publicized through the weekly Saint Leo the Great parent newsletter published on the school's website, announcements on the school's television station (WLEO), in the parish bulletin, and in local newspaper articles. At the end of each year, an award ceremony recognizes students for their academic success and/or service to the school. Three notable student achievement programs offered by the school include the Center for Talented Youth Program (CTY), the National Junior Honor Society (NJHS), and the Presidential Award for Academic Excellence (PAAE). Participants are identified for CTY by scoring in the 97th percentile in content areas of the TerraNova. Letters sent to parents indicate their child's selection to CTY. Students who score in the superior range in tests provided by CTY are recognized at the school's award ceremony. Students in grades 7 and 8 are nominated for the NJHS. The Principal and the NJHS Faculty Council publicly recognize students who have earned this prestigious honor at an induction ceremony attended by family and friends.

Students in grades 5 and 8 can earn the PAAE. The rigorous criteria include a 90% cumulative GPA and 85% in reading or mathematics in the TerraNova for present and preceding years. Students receive certificates signed by the President and Secretary of Education of the U.S. at the award ceremony.

4. *Sharing Success*

Saint Leo the Great Catholic School shares it successes with other schools primarily through the talents of its faculty. The faculty serves on diocesan curriculum/textbook evaluation teams and professional development committees, and shares its expertise in professional conferences.   This year, four teachers serve on diocesan curriculum committees (social studies, music, art, and religion). The Principal serves on the foreign language curriculum committee, a driving force to introduce and sustain foreign language instruction in all elementary diocesan schools. In 2004, the guidance counselor presented a project funded by the McGraw/Hill Foundation at the National Catholic Education Association conference in Boston, MA. She also mentors new guidance counselors in the diocese. The academic support teacher mentors university students seeking their masters degrees in special education, as well as newly employed academic support teachers in neighboring Catholic schools. Several faculty members teach courses in their areas of expertise at the diocesan summer seminars and at the diocesan education institute, both designed to enrich teacher skills and capabilities. In 2003, six teachers shared their strategies for motivating students through positive self-discipline in the nationally published book, *Student Self-Discipline in the Classroom and Beyond* by Patricia M. McCormack, Ed.D. In November 2004, the school submitted its best practices for technology integration to *Today's Catholic Teacher* magazine.

The school will continue to employ current methods and pursue innovative ways to share its successes with other schools. If Saint Leo the Great is honored as a No Child Left Behind - Blue Ribbon School, it will mentor other diocesan schools wishing to apply. The school will offer a seminar at the annual diocesan institute geared toward helping other schools understand the program's application process. Saint Leo the Great Catholic School will proudly publish its application on the school's website.

PART V - CURRICULUM AND INSTRUCTION

1. *Curriculum*

The curriculum is based on the guidelines of the Diocese of Arlington Office of Catholic Schools, and includes the core subjects of religion, reading, language arts, mathematics, science, social studies, health and safety, Spanish, and the encore subjects of art, music, physical education, library, and technology. The school utilizes an interdisciplinary and integrated approach across all content areas.

The religion program is integrated into all aspects of life, family, community, and study. Rooted in the gospel message, Catholic values are interwoven throughout the daily routine and in all interactions with others. Integral to the program are daily prayer, daily classes in religious education, active student participation in the liturgy, sacramental preparation, and integration of Catholic faith and values in all academic disciplines. Teachers educate children in the fullness of the Catholic faith which includes the importance of service to others. Some of the students' many outreach projects include ongoing food and clothing collections, the provision of baby goods for unwed mothers, food preparation for the homeless, and the creation of greeting cards and spiritual bouquets for shut-ins and armed forces.

The reading/language arts programs are the foundation of academic instruction. These programs promote the use of imagination and reason, while emphasis is also placed on phonics, spelling, and grammar as a base from which creativity and the writing process can flourish. The school implemented a comprehensive writing program in grades 3 to 8 requiring students to produce writing samples according to standard guidelines. The Principal reviews all students' writing samples.

In mathematics, students are exposed to instructional methods and technology that emphasize the logic and harmony of mathematical systems, critical thinking, and problem solving skills. Students are grouped according to mathematical aptitude and ability in 7th and 8th grades (7th graders are placed in 7th grade Mathematics or Pre-Algebra, while 8th graders are placed in Basic Algebra, Algebra 1, or Honors Algebra 1, a high school level course). Using the scientific method, the science curriculum embraces both theory and experimentation. Analytical skills, hands-on experiences, and technology are essential components. In health and safety, students use their understanding of relevant concepts and skills to make wise choices to improve, sustain, and promote, physical, mental, social and spiritual health.

In social studies, students explore and study the rights and duties of citizenship, the arts and culture of people past and present, the world's geographic and environmental features, the economics of the human family, the struggles of the most vulnerable people in society, and the principles of global solidarity and tolerance. The curriculum integrates the Catholic Church's social teachings and virtues.

Through their study of Spanish in 1st through 8th grades, all students are exposed to the beauty and richness of another language, while learning to appreciate their own and other cultures. An exposure program in grades 1 and 2 introduces the Spanish language and culture. The intermediate program in grades 3 through 5 highlights the acquisition of communication skills by learning to think and speak in Spanish in every day situations. In 6th through 8th grades, Spanish is considered an academic core subject. The curriculum encourages oral/aural proficiency with greater in-depth instruction in reading, writing, speaking, and grammatical usage. The 7th and 8th grade program is equivalent to high school Spanish 1, and students are expected to progress comfortably to level 2 as freshmen.

Students' creativity is nurtured through our encore curricula. Art provides the context for critical and creative thinking, individual and cooperative problem solving, and the communication of feelings and ideas. The annual school-wide student art exhibition showcases students' work. Music stimulates students' imagination, helps to unlock creative ability, and enhances the study of other disciplines. Self-expression is encouraged through musical performances, composition, and movement. Physical education reinforces Catholic values that promote life-long fitness and health. Students develop confidence, dignity and respect for self and others. The library program exposes students to the world of literature and supports all aspects of the curriculum. Students acquire skills that enable them to access, evaluate, and use information from sources that are rapidly increasing in number and complexity.

Technology strengthens students' skills in accessing, interpreting, and synthesizing information, and develops critical thinking skills across the content areas. It develops self-directed learners who independently and cooperatively apply technology to solve problems and make informed decisions.

2. *Reading Curriculum*

Saint Leo the Great Catholic School embraces a strong, literature-based curriculum in kindergarten through grade 5 which addresses five critical areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The Scott Foresman reading program ensures a steady progression in these areas, and offers a TerraNova format benchmark assessment at the end of each unit. The vocabulary series, *Wordly Wise*, is used in grades 4 and 5 to further challenge students and provide enrichment. Teachers supplement the reading program with student literature responses, novel studies, choral readings, and independent reading. Volunteers visit classrooms to read to the students. Each day, time is set aside for sustained silent reading. Annually, some 5th and 6th graders take part in the diocesan wide "Battle of the Books." They prepare all year by reading and discussing award-winning books with the school librarian. Additionally, students participate in the Virginia Young Readers Program.

In middle school, with the foundation in place, the focus shifts to an in-depth analysis of literature including theme, characterization, plot development, symbolism, and author's voice. This is supplemented with novel studies, literature responses, and plays. Students use the literature-based Prentice Hall series and *Wordly Wise* to increase comprehension, word knowledge, and spelling. Each spring, after an intense study of a Shakespearean play, 8th graders take on all facets of production and participate in the diocesan-wide Shakespeare Festival.

Reading is heavily integrated and reinforced throughout all subject areas, including reading for content, practicing research skills, analyzing charts and graphs, deciphering word problems, and interpreting time lines. In the technology lab, students use software to add graphics and publish their writings. The librarian motivates students' interest in reading by sharing curriculum related resources. Complementing the mandatory summer reading program for all students, the public librarian visits to share new titles and offer encouragement. At Saint Leo the Great, reading is not a subject taught in isolation. The strong reading foundation in place is vital for academic achievement and success.

3. *Curriculum Choice: Technology*

As expressed in the school's philosophy of learning, "*We prepare children to be faithful Catholics and productive citizens in a global and technological society.*" All students are involved in technology learning through weekly computer classes, use of state-of-the-art equipment and educational software, and governed use of the Internet. The school is fully networked allowing faculty to implement exemplary, innovative technological programs to enhance teaching and student learning. The Diocese of Arlington has recognized Saint Leo the Great for superb integration of technology into all subject areas.

The school takes great pride in its resourcefulness to provide state-of-the-art technology to its faculty and students. Each classroom is equipped with a 32-inch TV with cable access, a VCR or DVD/VCR, 1 to 4 computers, Internet access, and a computer-to-TV video converter for instructional use. The student technology lab hosts 16 Windows XP, Pentium 4 Dell computers with flat panel monitors. Instruction focuses on software applications that support cross-curricular integration of technology in all subject disciplines. Language arts, math reinforcement, and keyboarding instruction are provided to all grade levels. Data analysis, graphing, desktop publishing, multimedia presentations, and Internet research use are part of the technology curriculum in grades 4 through 8. The library offers a 15-computer technology lab for student use that provides access to the Internet, the online catalogue, and network software.

Saint Leo the Great was the first elementary school in the diocese to design and install a student-run TV station (WLEO). Students learn to operate computerized audio/video in-put devices, and lighting and editing equipment in the TV production class. They write scripts, design graphics, anchor, and broadcast our morning news program that includes daily prayers, flag pledge, announcements, and current events. The impact of this technology strengthens both receptive and expressive language skills.

Faculty and administration use grading, business application, and network software. They exchange schedules, Internet teaching sites, and lesson plans via the school LAN. Ongoing communication with parents is provided through weekly electronic newsletters, a comprehensive school website *(www.saintleothegreatschool.org)* that allows parents or students to e-mail any teacher or administrator directly and to access homework assignments and resource links via the Internet.

4. *Instructional Methods*

Teachers explore, model, and implement a variety of instructional practices that enable students with diverse learning styles to become independent, strategic learners. Students develop problem-solving skills by formulating/testing hypotheses, creating strategies, and organizing information. Teachers foster deductive reasoning by promoting discussion, inquiry, and critical analysis. Concept maps, timelines, data tables, and graphs help the students decipher information. Implementation and application of differentiated instruction and cooperative learning, peer sharing, large and small work groups, and one-on-one instruction are routinely employed. Note-taking and visual aids such as graphic organizers, webs, Venn diagrams, flow charts for sequencing, story-mapping strategies, cause and effect charting, plot charts, character analyses, and prediction charts enhance critical thinking skills.

Student-directed learning activities and visual, auditory, and tactile/kinesthetic strategies actively engage all students. The integration of technology, streaming video, document cameras, audio and videotapes, DVD's, LCD projectors, role-playing, hands-on experiments, creative movement, manipulatives, music, games, artwork, field trips, and guest speakers enhance the multi-sensory approach.

Providing on-site resources to improve performance for students with multiple learning styles is one of the school's strengths. A special education teacher provides instruction and support for students with special needs through inclusion or remediation in our learning center. Through the second grade, instructional assistants work daily with children who require individualized skill reinforcement. Parent volunteers often assist teachers by working with individual students or small groups to provide additional reinforcement.

Teachers model and emphasize process-oriented reading and writing across the curriculum. With an emphasis on conceptual learning, thematic and interdisciplinary units are taught throughout all subject areas. This facilitates overall success by enabling the students to integrate life experiences and become critical problem solvers in today's world.

5. *Professional Development*

The faculty views professional development as an indispensable tool toward improving student learning and achievement. Each fall, the entire faculty participates in the Diocesan Education Institute where they attend professional workshops. Faculty members routinely offer expertise on diocesan curriculum committees and regularly meet in grade level teams to share instructional practices. Recent participation in programs to strengthen teaching skills and stay abreast of academic trends includes workshops in religion, technology, language arts, mathematics, and special needs. Diocesan summer seminars on topics such as standardized test interpretation, brain research, and differentiated instruction encourage implementation of new instructional strategies. Annually, the Principal arranges workshops that serve to advance student achievement including positive reinforcement, learning theory and memory, interactive technology, meeting students' special needs, scheduling, "Soul Formation," "Soulful Parenting," and teaching religion through drama. A mentoring program for new teachers provides instructional and moral support, promotes collaboration, and helps to develop teacher efficacy and resourcefulness.

Faculty members are encouraged to pursue grants to further enhance curricular areas. Washington Post "Grants in Education" have been awarded to several teachers for innovative projects including an incubation/chick hatching program in kindergarten, and Medieval Day projects in 6th grade. The guidance counselor was awarded a grant to pursue a curriculum project entitled, "Mental Illness: A Journey to Understanding" with the 5th graders. She was invited to present her work at the national NCEA convention. Faculty and administration are frequent presenters at diocesan seminars, have attended the NCEA conventions, and the NCEA Principals' Forum. Teachers are encouraged to attend professional development opportunities provided through the Fairfax County Public Schools.

Annually, a $300.00 in-service stipend is allocated to each full-time faculty member, along with professional development funding from the PTO. This helps to offset the cost of workshops and seminars, and allows each teacher to attend educational programs that meet his/her own professional needs while pursuing the common goal of improving student learning.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

1. Private school association(s): <u>Virginia Catholic Education Association (VCEA); Virginia Council for Private Education (VCPE); National Catholic Education Association (NCEA); National Middle School Association (NMSA); National Council of Teachers of Mathematics (NCTM); National Association of Student Councils (NASC)</u>
    (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status?   Yes <u>✓</u> No <u>____</u>

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

    $\underline{\text{\$ 3,710}}$ $\underline{\text{\$ 3,710}}$ $\underline{\text{\$ 3,710}}$ $\underline{\text{\$ 3,710}}$ $\underline{\text{\$ 3,710}}$ $\underline{\text{\$ 3,710}}$
    K 1st 2nd 3rd 4th 5th

    $\underline{\text{\$ 3,710}}$ $\underline{\text{\$ 3,710}}$ $\underline{\text{\$ 3,710}}$ $\underline{\text{\$ N/A}}$ $\underline{\text{\$ N/A}}$ $\underline{\text{\$ N/A}}$
    6th 7th 8th 9th 10th 11th

    $\underline{\text{\$ N/A}}$ $\underline{\text{\$ N/A}}$
    12th Other

4. What is the educational cost per student? $\underline{\text{\$ 5,940}}$
    (School budget divided by enrollment)

5. What is the average financial aid per student? $\underline{\text{\$ 652}}$

6. What percentage of the annual budget is devoted to   <u>1</u> %
    scholarship assistance and/or tuition reduction?

7. What percentage of the student body receives
    scholarship assistance, including tuition reduction?   <u>45</u> %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 2   **Test: TerraNova**

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

What groups were excluded from testing?   None   Why and how were they assessed? N/A

Scores are reported here as (check one): NCEs_____   Scaled scores_____ Percentiles: ___✓___

(NP of the mean NCE)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	September	September	September	September
SCHOOL SCORES	*Reading/Math*	*Reading/Math*	*Reading/Math*	*Reading/Math*	*Reading/Math*
Total Score	88/87	88/84	79/76	83/73	82/68
Number of students tested	50	54	63	60	59
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	NONE	NONE	NONE	NONE	NONE
Percent of students alternatively assessed	0%	0%	0%	0%	0%

Grade: 3   **Test: TerraNova**

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

What groups were excluded from testing?   None   Why and how were they assessed? N/A

Scores are reported here as (check one): NCEs_____   Scaled scores _____ Percentiles: ___✓___

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	September	September	September	September
SCHOOL SCORES	*Reading/Math*	*Reading/Math*	*Reading/Math*	*Reading/Math*	*Reading/Math*
Total Score	88/81	73/76	82/85	79/74	83/81
Number of students tested	39	59	55	55	58
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	NONE	NONE	NONE	NONE	NONE
Percent of students alternatively assessed	0%	0%	0%	0%	0%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 4   **Test: TerraNova**

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

What groups were excluded from testing? None   Why and how were they assessed? N/A

Scores are reported here as (check one): NCEs____ Scaled scores _____ Percentiles: ✓

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	September	September	September	September
SCHOOL SCORES	*Reading/Math*	*Reading/Math*	*Reading/Math*	*Reading/Math*	*Reading/Math*
Total Score	84/86	85/78	84/77	81/74	83/69
Number of students tested	57	56	53	53	61
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	NONE	NONE	NONE	NONE	NONE
Percent of students alternatively assessed	0%	0%	0%	0%	0%

Grade: 5   **Test: TerraNova**

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

What groups were excluded from testing? None   Why and how were they assessed? N/A

Scores are reported here as (check one): NCEs____ Scaled scores _____ Percentiles: ✓

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	September	September	September	September
SCHOOL SCORES	*Reading/Math*	*Reading/Math*	*Reading/Math*	*Reading/Math*	*Reading/Math*
Total Score	90/85	88/84	83/80	83/66	88/76
Number of students tested	51	54	58	64	62
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	NONE	NONE	NONE	NONE	NONE
Percent of students alternatively assessed	0%	0%	0%	0%	0%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 6   **Test: TerraNova**

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

What groups were excluded from testing?   None   Why and how were they assessed? N/A

Scores are reported here as (check one): NCEs_____ Scaled scores _____ Percentiles:___✓___

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	September	September	September	September
SCHOOL SCORES	*Reading/Math*	*Reading/Math*	*Reading/Math*	*Reading/Math*	*Reading/Math*
Total Score	86/86	85/83	87/81	90/83	84/81
Number of students tested	47	52	63	61	53
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	NONE	NONE	NONE	NONE	NONE
Percent of students alternatively assessed	0%	0%	0%	0%	0%

Grade: 7   **Test: TerraNova**

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

What groups were excluded from testing?   None   Why and how were they assessed? N/A

Scores are reported here as (check one): NCEs_____ Scaled scores _____ Percentiles:___✓___

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	September	September	September	September
SCHOOL SCORES	*Reading/Math*	*Reading/Math*	*Reading/Math*	*Reading/Math*	*Reading/Math*
Total Score	84/84	89/91	89/90	88/89	86/82
Number of students tested	51	55	62	52	52
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	NONE	NONE	NONE	NONE	NONE
Percent of students alternatively assessed	0%	0%	0%	0%	0%