

# ***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. Kathleen Swinehart

Official School Name: St. Thomas More Cathedral School

School Mailing Address: 105 N. Thomas Street  
Arlington, VA 22203-3603

Telephone: (703) 528-6781

Fax: (703) 528-5048

Website/URL: [www.stmschool.org](http://www.stmschool.org)

E-mail: [kswinehart@stmschool.org](mailto:kswinehart@stmschool.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.

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

Name of Superintendent: Dr. Timothy McNiff

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.

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

Name of School Board

President/Chairperson: N/A

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.

N/A \_\_\_\_\_ 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 Page 2 of 3 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: N/A \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 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. 6 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	8	8	16	7	12	27	39
K	17	14	31	8	22	14	36
1	10	12	22	9			
2	15	13	28	10			
3	11	13	24	11			
4	15	12	27	12			
5	22	21	43	Other			
6	20	20	40				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>306</b>

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

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| 50          | % White                          |
| 15          | % Black or African American      |
| 19          | % Hispanic or Latino             |
| 16          | % Asian/Pacific Islander         |
|             | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

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: .03%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	1
<b>(4)</b>	Total number of students in the school as of October 1	306
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	0
<b>(6)</b>	Amount in row (5) multiplied by 100	0

8. Limited English Proficient students in the school: 0%  
2 Total Number Limited English Proficient  
 Number of languages represented: N/A  
 Specify languages:

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: 12%

36 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	___ Other Health Impaired
___ Deaf-Blindness	___ 8_Specific Learning Disability
___ Emotional Disturbance	___ 7_Speech or Language Impairment
___ 1_Hearing Impairment	___ Traumatic Brain Injury
___ Mental Retardation	___ Visual Impairment Including Blindness
___ Multiple Disabilities	

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>	_____
Classroom teachers	<u>15</u>	_____
Special resource teachers/specialists	<u>2</u>	<u>6</u>
Paraprofessionals	<u>1</u>	_____
Support staff	<u>1</u>	<u>2</u>
Total number	<u>20</u>	<u>7</u>

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	97 %	97 %	96 %	97 %	98 %
Daily teacher attendance	99 %	99 %	99 %	99 %	99 %
Teacher turnover rate	4 %	12 %	8 %	17 %	12 %
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 %

---

## **PART III - SUMMARY**

St. Thomas More Cathedral School is a Catholic elementary school of 306 students in Pre-Kindergarten through grade eight. STM parents, teachers, administrators and staff are dedicated to helping each child reach his or her greatest potential. Students are challenged to meet high expectations in a rigorous curriculum and are taught to work together to achieve goals in academics, music, art, sports and service. For more than sixty years, STM has welcomed families, Catholic and non-Catholic, including many military families and immigrants, from throughout Northern Virginia, Maryland and Washington, D.C.

In keeping with our Philosophy of Learning, we strive to build classroom communities where learning is a cooperative experience involving self-motivation, peer assistance, teacher direction, and parent support in a secure, nurturing environment. We know that students have different learning styles and that learning occurs most successfully in an atmosphere of acceptance. We teach with authority, compassion, and love, following the example of Christ. This emphasis on teamwork and cooperation is central to our mission. We are a racially, ethnically and economically diverse community. About 50 % of our students are white, 15% are Black or African American, 19% are Hispanic, 16% are Asian. Thirty-three percent of our students receive some form of scholarship assistance.

The challenging curriculum of STM is based on the guidelines established by the Diocese of Arlington. Reading and writing skills are emphasized and our goal is to help all students become proficient communicators. Mathematics instruction emphasizes an understanding of math concepts and proficiency in computation. About half of our eighth grade students are enrolled in Algebra I. The study of science and social studies is based on an inquiry approach. Through projects, plays, field trips, and simulations, students apply the skills and knowledge that they learn in these subjects. The technology, physical education, music, library and art curricula support the core curriculum and provide opportunities for students to further explore and apply their knowledge. Over one hundred students participate in the instrumental band program, thirty sing in the choir, and scores participate in after-school sports and Scouts.

The faculty is made up of fifteen classroom teachers plus specialty teachers for art, music, physical education, computer, library, and instrumental band. A part-time resource teacher and a full-time Title I teacher support the faculty. Seven members of our faculty hold Master's degrees and our principal holds an Educational Specialist degree. With an average of thirteen years of teaching experience, our faculty is recognized for expertise and skill in meeting the needs of diverse learners. All teachers have received in-service training in meeting the special needs of students. Faculty members have been enlisted to train other teachers in the Diocese by leading workshops in reading, research, and special needs instruction.

The STM school facility includes a library with over 12,000 volumes, a fully equipped, up-to-date computer lab, a gymnasium/auditorium, a cafeteria and kitchen, and a playground. We have special rooms equipped for art, science, and music, as well as two resource rooms. All classrooms have access to the Internet and a schedule for future renovations is in place.

Parents are actively involved in the school mission at STM. In addition to raising funds for school improvements and special projects, parents volunteer in classrooms, chaperon field trips, provide hospitality, support new families, and coach after-school activities. The Parent Teacher Organization sponsors community building events including an annual International Festival. Communication in the community is fostered by weekly letters and the school website.

The St. Thomas More Cathedral School community works together to fulfill its mission to nurture and fulfill the spiritual, academic, social, and emotional promise of each child.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results in Reading and Mathematics**

St. Thomas More Cathedral School uses the Terra Nova, 2<sup>nd</sup> Edition, standardized test published by CTB/McGraw/Hill. These tests provide reliable and accurate information about student performance. The Terra Nova was administered to students in grades two through seven in April of 2005. In preceding years the test was administered in September of each year.

During the past three years, St. Thomas More Cathedral School has consistently attained outstanding scores when compared to national norms. The tables at the end of this application reflect the Reading and Mathematics Terra Nova standardized test scores for April 2005. Based on the cutoff scores published by the Department of Education, STM ranks within the top ten percent of all schools nationally in both Reading and Mathematics. For example, the School Mean NCE at 90<sup>th</sup> Percentile of National School Norms for Reading in grade seven is 65.8. The St. Thomas More Cathedral School score for seventh grade is 82. In Mathematics the School Mean NCE at 90<sup>th</sup> Percentile of National School Norms is 64.1. For the seventh grade at St. Thomas More Cathedral School, the score is 76.

The results of the Terra Nova tests for students at St. Thomas More Cathedral School show that in grades four through eight the school average exceeds the School Mean NCE at 90<sup>th</sup> Percentile of National School Norms by at least 8 points. Among seventh grade students, White students score 86%, Asian and Hispanic students score 73%, and Black students score 56%. The disparity is attributed to the fact that a number of Asian and Hispanic students speak languages other than English in the home. Black students at STM are more likely to be new to the school. Half of the Black students in this class had been at STM for less than two years. In Mathematics, averages for Asian,, White, and Hispanic students were similar, ranging from 74% to 78%. Black students scored at 56%. Results show that students' scores generally improve as they progress through the grades at STM.

In addition to the Terra Nova standardized tests for grades two through seven, STM has begun using the data from the Phonological Awareness Literacy Screening (PALS) to identify the individual needs of beginning readers. The PALS assessment has been administered to all kindergarten, first and second grade students in the fall and will be given to students who score below targets in the spring. The school also administers the Early Prevention of School Failure assessment to students entering kindergarten to identify their developmental needs.

The Iowa Algebra Readiness test is administered to all seventh grade students in the spring. The results of this test, the Terra Nova test, and other criteria are used to help determine which students are prepared to be successful in the challenging Algebra I course that is offered for high school credit in grade eight.

St. Thomas More Cathedral School takes pride in the performance of its students. We attribute their success to the students' hard work and perseverance in meeting high expectations in a challenging curriculum, the skill and dedication of the teachers, and the support of parents.

### **2. Use of Assessment Data**

The STM faculty works cooperatively to analyze the data provided by the Terra Nova test. First, teachers identify those students who scored below the level of "proficient" in reading or math skills or subskills. They then list the strategies that were used in the preceding months to meet the students' needs. Finally, in consultation with colleagues, including specialist teachers, they write a plan of strategies that will be used in the coming months to help each student become

proficient.

Teachers also use the Terra Nova results to analyze student mastery of specific learning objectives. They identify at least two specific objectives in reading, language arts and math in which the class of students shows weakness. The teacher then implements specific lessons to help students master the objective. These lessons frequently take the form of regular review of important skills. For example, when students showed weakness in reaching objectives relating to measurement in math, the art teacher and the PE teacher increased the application of measurement skills in their lessons. Similarly, a weakness in editing for punctuation was addressed by the social studies teacher who had students edit two sentences relating to the day's history lesson at the beginning of each class. These targeted lessons are monitored by the principal during regular review of lesson plans. The school has seen improvement in specific skill areas due to these efforts.

STM also uses the Terra Nova data to help identify those students who need extra instruction to reach curriculum goals. Students needing assistance may be referred to the Resource or Title I program or they may participate in before or after school programs.

The PALS data that is collected in the early grades is used to identify the specific needs of individual students. Reading instruction in phonics, vocabulary, fluency and comprehension is then targeted to meet the student at his or her level and move him or her to the next level of proficiency.

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

The faculty of STM believes that we are partners with parents in educating their children. Frequent communication of student progress is a priority. Reports are sent home on a weekly basis in the lower grades. In the middle school an interim report is sent home at mid-quarter. All students receive a formal progress report that includes evaluation of skills, academic goals and effort, as well as a comment from the teacher. Parent/teacher conferences are held with all families at least once a year and are scheduled at the request of parent or teacher as needed.

A complete report of standardized test scores is sent to parents about six weeks after the tests are taken. The principal and teachers make themselves available to discuss these scores as needed. A chart of composite standardized test scores is made available to parents and prospective school families. Scores in general terms are discussed with the principal at Parent Teacher Organization meetings.

An analysis of standardized test scores is part of the Design for Excellence report that was written by the faculty in 2003 in preparation for the renewal of accreditation of the school. This was disseminated and made available to the entire school community and is on display in the school foyer.

Student achievement is recognized quarterly through the honor roll. At the end of the school year eighth grade students earn awards for exemplary academic achievement. These achievements, as well as achievements in the Diocesan Science Fair, Spelling Bee and other competitions, are publicized in the school newsletter and parish bulletin.

### **4. Sharing Success**

St. Thomas More Cathedral School shares its successes in two ways: by sending word out, and by inviting people in. News of student and faculty achievements are published in the *Arlington Herald* and the *Arlington Sun Gazette*. The school also publishes weekly letters to parents and a periodic newsletter, *The Cathedral School Chimes*, that is distributed to parishioners, alumni, friends and other schools in the community. Students and teachers from



STM participate each January in the celebration of National Catholic Schools Appreciation Day on Capitol Hill. Students visit with members of Congress and their staffs and spread the word of school achievements and goals.

Visitors are always welcome at STM and every year we invite colleagues, parents and members of the community to our school for a weekend open house. During this event, teachers demonstrate instructional methods and invite visitors to participate in learning activities. STM also hosts meetings for Title I teachers and first year teachers in the Diocese. Workshops for other teachers are hosted at STM and include visits to classrooms. We have also welcomed visits from U.S. Department of Education administrators and the chairman of the U.S. House of Representatives Education Committee.

The successes of STM have been shared and will continue to be shared with pre-service teachers from Marymount University. Several Marymount students visit STM each semester to observe classes, work with students and learn from our teachers. STM teachers also serve as mentors for student teachers.

## **PART V – CURRICULUM AND INSTRUCTION**

---

### **1. Curriculum**

STM offers a broad, developmental, challenging curriculum following the guidelines of the Diocese of Arlington, Virginia. The core curriculum consists of reading, language arts, mathematics, religion, science, and social studies. Classes in music, art, physical education, Spanish, technology and library skills round out the curriculum. Our graduates have proven themselves to be well prepared for academic success in parochial, public and private high schools.

**Reading:** The curriculum combines instruction in comprehension, fluency, phonemic awareness, phonics and vocabulary. The school is a literature rich environment in which students are taught to apply reading skills in content area courses and encouraged to develop a love for reading. Students have access to over 12,000 volumes in the library and are taught research skills and ethical uses of information.

**Mathematics:** In every grade level students develop and apply skills in the following areas: problem solving, communication, number sense, computation and estimation, statistics and probability, geometry, measurement, patterns, functions and Algebra. Developing problem solving skills is a major goal. Pre-Algebra skills are introduced in kindergarten and Algebra I is offered in grade eight.

**Social Studies:** Through the study of neighborhood, state, country and world, students are challenged to deepen their understanding of all people and cultures. The importance of geography and the environment and knowledge of current events are emphasized. Field trips, Internet resources, guest speakers, celebrations and food are used in addition to textbooks to aid instruction.

**Science:** The scientific method of inquiry is used as the basis for exploratory lessons to introduce the concepts of biology, chemistry and physics beginning in the early grades. Observation and analysis of data in cooperative groups are emphasized during experiments and demonstrations.

**Religion:** We place a special emphasis on the principles of Catholic Social Teaching in our religion lessons. All students participate in a walk for the homeless and other service projects.

**Art:** The curriculum is designed to help students think creatively, plan, attempt, evaluate and work with a variety of media and tools. STM students create complicated works of art that integrate knowledge from lessons in math, social studies, and other subjects. These beautiful

creations are displayed throughout school and in the local public library.

**Spanish:** The curriculum emphasizes communication and teaches listening, speaking, reading, writing and Spanish culture. Instruction for all students begins in kindergarten and culminates with thrice weekly instruction in seventh and eighth grade and the completion of Level 1 Spanish.

**Physical Education:** Students are taught skills and teamwork in a program that promotes lifetime wellness. The virtues of persistence and fair play are emphasized. PE activities in the early grades are designed to help develop the brain connections that foster reading skills.

**Music:** The music curriculum is designed to help students perform, create, and understand music and make connections between music and other subjects. Students sing, dance, play rhythm instruments and write lyrics and notes in music class.

**Technology:** Students strengthen the skills needed to access, interpret, and synthesize information in computer classes. They learn that technology is a tool for learning and they develop critical thinking skills across the curriculum using technology.

In all subject areas students are expected to perform to high expectations and to achieve mastery in the learning objectives. STM teachers believe in their students and help them achieve at high levels.

## **2. Reading**

St. Thomas More Cathedral School has a long tradition of commitment to high achievement in reading through the use of a developmental approach grounded in phonics instruction and culminating in the study of literature. In the last two years we have implemented the practices of the *Reading First* initiative. STM is adopting this program to help teachers differentiate instruction so that every student reaches his or her potential in reading. The emphasis on active learning in the *Reading First* approach is consistent with our philosophy of learning, and the assessment tools help us to intervene early when a student is having difficulty. Our Title I and resource teachers provide supplemental reading instruction for over thirty students.

In the preschool through second grade, students spend at least half of their school day in activities to develop phonemic awareness, phonics skills and vocabulary. They also begin to develop fluency and work on comprehension skills. Word study lessons help students recognize the patterns in language. We believe this approach will be especially helpful for our students who speak Spanish, Vietnamese or Chinese in their homes. In grades three through eight the emphasis gradually changes to the application of reading comprehension skills in all curriculum areas. Instruction in grammar and the writing process is integrated with reading instruction in all grades.

Teachers supplement the reading textbooks with literature from trade books, anthologies, and periodicals. Students maintain reading logs for home assignments and summer reading. Parents are invited to reading workshops and are encouraged to read aloud to their children. To encourage a love of reading STM students produce plays, host parties, make puppets, and visit with authors. We believe that a strong foundation in reading skills is fundamental to academic success and look forward to building on our success in teaching children to read.

## **3. Mathematics**

Mastery of curriculum goals in mathematics is fundamental to student success at St. Thomas More Cathedral School. At every grade level students strive to achieve learning objectives in problem solving, communication, number sense, computation, statistics and probability, geometry, measurement, patterns, functions and Algebra. Daily lessons include

practice to develop accuracy and speed in computation, as well as the understanding and application of math concepts. To help each student learn new concepts, a variety of approaches are used in every classroom. Students use cubes, blocks and beads to estimate values, make patterns, balance equations, and build bridges. They work in cooperative groups to solve problems and play games to understand probability. The concepts of symmetry and patterns are reinforced in art and music. Technology classes are used to create graphs and analyze data. The challenging curriculum culminates with the study of Pre-Algebra or Algebra I by all eighth grade students.

Sometimes students who have difficulty with math concepts or who have transferred to STM need extra instruction. To address this need teachers have volunteered their time to teach workshops before, during and after school. Students who have participated in these workshops have shown improved mastery of math skills. Parents are encouraged to help their children with math during mathematics game nights and demonstrations during open houses. To help students maintain their math skills over the summer, the school makes *Math Skills Sharpener* books and parent guides available to all students.

The STM mathematics curriculum develops students' abilities to think and solve problems. It also provides the foundational skills for advanced study in math and science, thus fulfilling our mission of helping all students reach their highest potential.

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

St. Thomas More Cathedral School teachers use a variety of instructional methods that are designed to actively engage students in learning and meet their individual needs. In a typical lesson at STM, a short period of direct instruction with verbal and visual cues is followed by a learning activity during which students may work alone or as part of a cooperative group. Students may be asked to sort words, categorize information, make a chart, solve a math problem, create a map or drawing, conduct an experiment or summarize text. Individual guidance and instruction is provided during the activity. Students are encouraged to choose problem solving strategies, consult with partners and explain the process of completing a task. Teachers assess achievement through the use of oral reports, essays, projects and plays, as well as tests.

To foster motivation and independent learning, students are given choices in learning activities and assessments. For example, they may report on their independent reading by making a poster, impersonating a character, writing a diary or performing a play. Teachers can guide students in their choices so that projects and assessments are varied depending upon student ability. In all classes, students are taught organization and study skills to foster lifelong learning and achievement, and technology is used to deliver and present information.

Periodic assessments, including homework, tests, and projects are used to guide instruction and address weak areas. For example, a weakness in mathematics communication skills revealed in standardized tests has been addressed by providing students with more opportunities to explain math concepts in writing.

One of the strengths of STM is the cooperation among teachers. Teachers meet at the beginning of the summer to collaborate with one another and develop cross curricular units of instruction. When students are immersed in a topic, such as, reading a novel set in Korea, studying Asia in social studies, and making Korean kites in art, their learning is enhanced. Teachers also take advantage of the fact that many of our parents have lived in foreign countries and invite them to share their experiences with students. Field trips are also part of our cross-curricular program and contribute to student achievement in music, art, social studies, science and literature.

## **5. Professional Development**

The focus of the St. Thomas More Cathedral School professional development program for the past several years has been to develop our ability to meet the needs of all of our students, including those with special needs. Teachers have participated in seminars and workshops on brain research in learning, the perspective of a special needs student, using visual instruction plans, and writing student assistance plans. They have also learned more about differentiating instruction to meet student needs by attending a *Reading First* academy and workshops in word study, reading and writing across the curriculum, and study skills.

STM teachers are known for sharing their expertise and knowledge. Two of our teachers have been recognized for their skill in working with special needs students with the Diocesan Seton Award. STM teachers have also led professional development workshops for teachers in other schools on the topics of library research, word study, and student assistance teams.

The principal and the STM parent community encourage professional development by providing funding and leave. In addition to local workshops and seminars, STM teachers regularly share journal articles, share techniques, coordinate curriculum and develop individual student instructional plans. When teachers receive new training, innovations are soon evident in lesson plans and applied in the classroom. Two teachers are studying for Master's degrees in reading and one is pursuing a doctorate in math instruction. Several STM teachers participate each year in the Summer Seminars sponsored by the Arlington Diocese.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

---

1. Private school association(s): National Catholic Education Association (NCEA), Virginia Catholic Education Association (VCEA), and Virginia Council for Private Education (VCPE)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No \_\_\_\_\_

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

\$ 3,900   \$ 3,900   \$ 3,900   \$ 3,900   \$ 3,900   \$ 3,900  
K   1<sup>st</sup>   2<sup>nd</sup>   3<sup>rd</sup>   4<sup>th</sup>   5<sup>th</sup>

\$ 3,900   \$ 3,900   \$ 3,900   \$ \_\_\_\_\_   \$ \_\_\_\_\_   \$ \_\_\_\_\_  
6<sup>th</sup>   7<sup>th</sup>   8<sup>th</sup>   9<sup>th</sup>   10<sup>th</sup>   11<sup>th</sup>

\$ \_\_\_\_\_   \$ 3,620  
12<sup>th</sup>   Other Pre-K

4. What is the educational cost per student? \$ 4,327  
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 956

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 8 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 33 %

# PART VII - ASSESSMENT RESULTS

## St. Thomas More Cathedral School

Terra Nova  
Edition 1, CTBS-5/1997  
Publisher CTB/McGraw Hill  
Scores are reported here as percentiles.  
No students are excluded from the test.

	2004-2005	2003-2004	2002-2003
Testing month	April	September	September
<b>Grade 7</b>			
Reading	82	71	83
Mathematics	76	67	75
Number of students tested	37	40	53
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES *</b>			
Hispanic students			
Reading	76		
Mathematics	72		
Number of students tested	11		
<b>Grade 6</b>			
Reading	73	81	70
Mathematics	73	77	71
Number of students tested	41	40	36
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES *</b>			
Hispanic students			
Reading		68	
Mathematics		67	
Number of students tested		11	
<b>Grade 5</b>			
Reading	84	67	69
Mathematics	81	58	60
Number of students tested	37	43	40
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES *</b>			
Hispanic students			
Reading			56
Mathematics			56
Number of students tested			10

	2004-2005	2003-2004	2002-2003
Testing month	April	September	September
<b>Grade 4</b>			
Reading	78	82	75
Mathematics	83	85	76
Number of students tested	39	37	41
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES *</b>			
Asian students			
Reading	70		
Mathematics	81		
Number of students tested	11		
<b>Grade 3</b>			
Reading	64	61	77
Mathematics	64	73	76
Number of students tested	28	36	46
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES *</b>			
Asian students			
Reading		59	
Mathematics		74	
Number of students tested		10	

\* Scores for subgroups are not disaggregated when the subgroup in a grade is fewer than 10 students.