

2006-2007 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 Miss Kathleen J. Kilty
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Andrew Apostle School
(As it should appear in the official records)

School Mailing Address 11602 Kemp Mill Rd.
(If address is P.O. Box, also include street address.)

Silver Spring MD 20902-1718
City State Zip Code+4 (9 digits total)

County Montgomery State School Code Number* N/A

Telephone (301) 649-3555 Fax (301) 649-2352

Web site/URL www.standrewapostle.org E-mail kiltyk@adwschool.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* Patricia Weitzel-O'Neill, Ph.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Washington Tel. (301) 853-4518

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 Mary Ahearn, Ph.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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. 3 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	25	19	44	7	25	20	45
K	26	10	36	8	24	27	51
1	16	25	41	9			
2	27	21	48	10			
3	20	22	42	11			
4	20	21	41	12			
5	27	21	48	Other			
6	23	35	58				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							454

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| 59 | % White |
| 18 | % Black or African American |
| 15 | % Hispanic or Latino |
| 8 | % Asian/Pacific Islander |
| _____ | % 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: 2 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	9
(3)	Total of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	454
(5)	Total transferred students in row (3) divided by total students in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2%

8. Limited English Proficient students in the school: 4 %
21 Total Number Limited English Proficient

Number of languages represented: 12

Specify languages: Spanish, Chinese, Vietnamese, Tagalog, Cantonese, Amharic, Portuguese, Cambodian, Japanese, Tamil, Ethiopian and Trea.

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 9

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: 15%
43 + 28* Total Number of Students Served
 (*28 students receive services but have not been formally identified at this time.)
 Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>14</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>11</u> 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>2</u>	<u> </u>
Classroom teachers	<u>21</u>	<u>2</u>
Special resource teachers/specialists	<u>5</u>	<u>3</u>
Paraprofessionals	<u>8</u>	<u> </u>
Support staff	<u>2</u>	<u> </u>
Total number	<u>38</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1*
 (*Total of classroom and special teachers is 28.)
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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	96%	97%	96%	97%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate *	10%	17%	15%	12%	12%
Student dropout rate (middle/high)	n/a	%	%	%	%
Student drop-off rate (high school)	n/a	%	%	%	%

*St. Andrew Apostle has effectively reduced its teacher turnover rate by supporting and valuing the extraordinary gifts of every member of the staff. Despite the realities of an aging workforce, St. Andrew Apostle is committed to fostering a teaching and learning-community that attracts and retains talented and faith-filled faculty and support staff.

Part III: SUMMARY

Established by the Archdiocese of Washington in 1960 and initially staffed by the Sisters of St. Francis, St. Andrew Apostle Catholic School is a co-educational parish school accredited by the Middle States Association of Colleges and Elementary Schools Commission on Elementary Schools. Saint Andrew Apostle is dedicated to educating the whole child in partnership with parents and the parish community. The faculty and staff provide students opportunities to develop their full potential in a nurturing environment. St. Andrew Apostle School enables students to appreciate human dignity and diversity, celebrating the example of Jesus.

The majority of the 454 students currently enrolled in St. Andrew Apostle are parishioners, but students of all faiths are welcome. Since the school is located in a diverse suburb of Washington, D.C., many of the students are first generation Americans or from other countries. 8% of the students are Asian, 15% are Hispanic/Latino, 18% are black, and 59% are white. Faced with dramatic demographic changes over the past three years, St. Andrew's faculty and staff have focused on broadening classroom instruction and teaching strategies that benefit students from all backgrounds. St. Andrew prides itself on the fact that test scores have remained consistently high. At the same time, St. Andrew Apostle School accepts students with varying levels of ability, and thus values a variety of authentic student-learning assessment measures to gauge and facilitate student growth and development.

Teachers and staff provide needed support or enrichment to those with learning differences and strive for flexible, appropriate, and individualized instruction that recognizes the strengths of all students. The goal is to ensure that students are challenged and feel they are respected as a vital part of the school community. Almost without exception, the graduates of St. Andrew Apostle are accepted into and attend a high school of their choice and then go on to college.

St. Andrew Apostle's instructional program is developed in conjunction with the curriculum guidelines for the Archdiocese of Washington and in keeping with the developmental needs of the students at different stages of their childhood. In addition, St. Andrew uses *Curriculum Mapper*, a web-based recording method that ensures continuity of content and skills and helps identify gaps and potential areas for integration across the curriculum. The maps are dynamic in nature, regularly reviewed, and revised for timely issues, breakthroughs, and new methods of assessment.

St. Andrew's faculty understands the ever-changing world of technology and is committed to exploring and expanding its integration into daily learning. In a collaborative effort between the school and the parent community, a new thirty-two-station computer lab was unveiled in September 2006. Parental support also assists the St. Andrew faculty and staff to foster each child's spiritual, intellectual, and physical growth by offering a myriad of extra-curricular activities both during and after school. Activities such as band, athletics, Hands-on-Science, choir, and chess offer students the opportunity to develop outside interests. Student voices are heard in an active student government.

Faith development is central to St. Andrew Apostle's mission. In keeping with the Catholic faith and the teachings of Jesus, St. Andrew prides itself in being an active participant in social justice activities in the community. Through various age appropriate fund-raisers and service projects, the students live their faith through service. 100% participation in an annual Help the Homeless Walk-a-Thon has raised over \$35,000 for local charities over the past three years. St. Andrew students also contribute meals weekly to McKenna's Wagon, a nearby soup kitchen. St. Andrew Apostle School is dedicated to the ideal that all students can learn about and live a life that demonstrates the social teachings of the Church.

PART IV: INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

St. Andrew Apostle School administers the *TerraNova* 2nd Edition standardized test published by CTB/McGraw-Hill to all students in the 2nd through 8th grades each spring. The *TerraNova* is a norm-referenced test yielding information that allows the achievement of individuals and groups of students to be compared to national performance. St. Andrew Apostle is part of the Catholic Archdiocese of Washington, so the scores are compared to nationally standardized scores as well as to the scores of other schools in the Archdiocese. St. Andrew Apostle has consistently scored at levels that place it in the top 10% of the nation’s schools based on their median national percentiles. National percentiles are used when reporting test results to parents and the public. If a student scores a national percentile of 75, that student has scored higher than 75 percent of the students in the norm group. These scores are useful for comparing the achievement of students in the local group with students in the nation. For additional information about the *TerraNova*, www.ctb.com is an interactive website for educators and parents.

The chart below is a synopsis of mean percentile averages for grades 3, 5, 6 and 7 for the years 2004-2006, and for grades 2, 4 and 8 for the years 2005-2006 when they were added to the testing process. 100% of the St. Andrew Apostle students’ scores are included in this table with no subgroups identified because all subgroups were less than 10 students.

	LA Score	LA Score	Reading Score Range	Reading Score	Math Score Range	Math Score
	3/04-3/06	Average for 3 year period	3/04-3/06	Average for 3 year period	3/04-3/06	Average for 3 year period
7th Grade	89 - 93	91	79 - 87	83	79 - 84	81
6th Grade	85 - 87	86	80 - 83	82	77 - 84	80
5th Grade	78 - 89	84	78 - 87	82	78 - 82	80
3rd Grade	68 - 77	72	66 - 79	73	70 - 83	77

	LA Score	LA Score	Reading Score Range	Reading Score	Math Score Range	Math Score
	3/05-3/06	Average for 2 year period	3/05-3/06	Average for 2 year period	3/05-3/06	Average for 2 year period
8th Grade	78 - 86	82	76 - 79	78	78 - 84	81
4th Grade	82 - 85	84	81 - 81	81	78 - 90	84
2nd Grade	72 - 73	73	68 - 71	70	61 - 72	67

While average results by grade vary from year to year and class to class, all results fall in the top 10% of schools in the nation. This synopsis also shows that over all, scores improve as students move up through the grades. The longer students remain at St. Andrew, the better they perform relative to the national average.

2. Using Assessment Results

Test results play an important role in setting goals, planning staff development, and adjusting curriculum at St. Andrew Apostle. The testing coordinators annually attend professional development workshops presented by CTB/McGraw-Hill. This information, in turn, is presented to the faculty at regularly scheduled in-service meetings. Each spring, the faculty meets to analyze and discuss the results of the *TerraNovas* in order to celebrate successes and determine areas of weakness in the curriculum. In addition, students receive Scaled Scores that describe achievement on a continuum from year to year. In this way, the school can monitor individual student growth to ensure that reasonable progress is being made. The *InView* score (cognitive ability) is used in conjunction with the *TerraNova* scores to present both Achievement and Anticipated Achievement. Differences between anticipated scores and observed scores are noted as either above or below and are carefully considered in planning appropriate learning activities for students. In addition, the resource department analyzes individual student reports and records pertinent information for educational planning. These data are often used to develop skills groups in reading and math or may suggest the need for additional intervention, enrichment, or advanced coursework.

The analysis of the test data has led the faculty to seek new methods for improving student achievement. In 2004-2005, for example, teachers noticed a drop in the third grade computation scores. Teachers immediately adjusted the curriculum to include additional time for daily math computation practice. Scores increased by twenty points the following year. In the seventh grade, reading scores dropped to 79% in 2003-2004. In an effort to correct this trend, St. Andrew invested in a new comprehensive reading program. During the next two years, scores rose more than seven points. In recent years, St. Andrew Apostle has become very diverse with more than two-dozen languages being spoken in students' homes. The second and third grade reading scores, while still very good, had begun to drop a few points each year. As a result, the kindergarten and first grade teachers began using the research-based Wilson *Foundations* Program to ensure that all students have a strong foundation in reading before entering the second grade. Students are already reaping the benefits. Using the data that is available to St. Andrew each year, the school remains on a path of continuous improvement.

3. Communicating Assessment Results

St. Andrew Apostle School has many avenues of communication with regard to assessment. Each student receives a communication folder that goes home daily. Frequent indications of progress are sent home in the form of in-class assessment, mid-quarter progress reports, quarterly report cards, weekly newsletters and certificates of effort and achievement. Students are given oral and written feedback on their class work, homework, tests, projects, labs, and group work on a daily basis. The weekly "Thursday Notes" goes out to all school families, and the Bulletin, a parish newsletter, is given to the entire parish community informing them of highlights from the school. An example of the information provided is the current performance of students in qualifying for the Johns Hopkins University Talent Search Program based on scores in the 95th percentile or above in critical academic areas on their 2006 *TerraNova* Testing. 31% of the 5th graders, 39% of the 6th graders, 47% of the 7th graders, and 51% of the 8th graders qualified for this program.

When the results of the *TerraNovas* have been reviewed and analyzed by the faculty and administration, detailed reports are sent home that provide information in clear, easy to understand bar graphs. These reports also include specific information about objectives that have or have not been met. This data helps to allow parents to become more involved in their child's learning. Teachers are trained to interpret this information in order to better understand the needs of each student and communicate this to parents during parent-teacher conferences. Receiving this information in the spring often helps teachers and parents to plan summer activities that will benefit the children.

4. Sharing Success

St. Andrew Apostle's faculty focuses on sharing ideas and successes and does so in a number of ways. The Archdiocesan schools meet regularly to share ideas, methods, strategies, and acquired expertise with one another. Several faculty members have given workshops to fellow teachers in the community. St. Andrew's principal regularly attends Archdiocesan principal's meetings where excellence and school improvement are always topics of discussion. Faculty have shared with other administrators their success with the *Read Naturally* Reading Fluency program used with struggling readers and English language learners and the *Kurzweil* Scan/Read Software program used with dyslexic students. The resource teacher and assistant principal are certified trainers in *Read Naturally* and have trained St. Andrew's teachers and parents in the *Wilson Language Program*, *Inspiration* Writing Software, and *Kurzweil*.

Many members of the faculty belong to national associations geared to the improvement of student achievement and personal well being including the Association for Supervision and Curriculum Development, the International Dyslexia Association, Elementary School Principals Association, Learning Disabilities Association, the National Catholic Educational Association, and the American Association of Physical Education, Health Education, Recreation and Dance. The librarian/media coordinator is a member of the American Association of School Librarians and four additional professional organizations where she shares a wealth of knowledge and experience. The music teacher, in addition to her work at St. Andrew, works with students in the community to form a symphonette and gives music lessons. The school counselor, a member of the National Association of Social Workers, also works with the Christ Child Society and shares her expertise with other counselors in the community.

If recognized as a Blue Ribbon School, St. Andrew Apostle would consider it a responsibility to share with other schools in the community and beyond the best practices that brought it to this level of success and recognition.

Part V: CURRICULUM AND INSTRUCTION

1. Curriculum

The instructional program at St. Andrew Apostle School is based on the Curriculum Guidelines of the Archdiocese of Washington and the academic and developmental needs of the children.

Faith development is central to St. Andrew's mission at all levels and is taught both directly, through specific grade-level instruction, and indirectly by being integrated into every aspect of the day. Art, music, physical education, library, and computer classes are part of every student's weekly curriculum for grades K-8, and lessons are often integrated with themes from major subject areas. Spanish instruction begins in the first grade and continues through the 8th grade with an emphasis on conversation, culture, and grammar.

Pre-Kindergarten and Kindergarten instruction emphasizes social development, oral language development, and gross and fine motor skills. In the primary grades, the foundation is laid for lifelong learning. A majority of the day is spent learning basic skills in mathematics and in the language arts block, which includes reading, phonics, grammar, spelling, creative writing, and penmanship. Students in the intermediate grades build upon skills introduced at the primary level. At this point, the shift of responsibility is placed more heavily upon the student. In the middle school grades, students are taught in a departmental setting. With teacher support, students are held accountable for organizing and managing their time and materials. The program is designed to maximize spiritual, personal, and academic growth along with increased responsibility.

St. Andrew Apostle's language arts curriculum is based on reading, writing, listening, and speaking skills. Word recognition, reading fluency, vocabulary development, comprehension strategies, brainstorming, and grammar applications are expanded and strengthened. These are tools used in more detailed and developed writing, which includes creative-writing assignments, five-paragraph essays, oral presentations, and research projects.

The math curriculum focuses on number sense, computation, algebra and functions, geometry,

measurement, data analysis, probability, and problem solving. Teachers provide hands-on experiences for students to master concepts, and computation is practiced daily. All students leave St. Andrew having taken pre-algebra or algebra.

Social studies is integrated into the curriculum in K-2 and focuses on relationships within communities. In grades 3 and 4, students acquire knowledge of world cultures and American history, and in grades 4 and 5, the focus is on North American exploration, Maryland history, and the relationship between geography and the development of world cultures. In grades 6 through 8, the diversity of world cultures and the complexity of American history are studied in the context of a global society.

The study of science at St. Andrew is an on-going process. Like social studies, science is integrated into units of study in grades K-2. Primary students expand their knowledge and understanding of the world in which they live. In the intermediate and middle school grades, students continue learning through discovery. Areas of study include life science, physical science, and Earth and space science. At each level, the scientific inquiry model is used and additional skills are introduced. Through readings, hands-on exploration in our science lab, and regular use of the scientific method, students acquire scientific literacy and develop a scientific thinking process.

At St. Andrew Apostle, educating the whole child includes developing positive character and personality traits, learning to set emotional limits that help children feel secure, and building self-esteem. *Discipline with Purpose* is used school-wide to foster character, integrity, and self-control and to open the avenues of communication between students, parents, teachers, and the administration. At the completion of this step-by-step program, students leave St. Andrew both academically and emotionally mature.

2. Reading

St. Andrew's students experience daily reading in a variety of modalities. Throughout the school, students are involved in guided reading in small, flexible groups, whole-group instruction, independent reading in self-choice or literature circles, read-aloud stories, and daily DEAR time (Drop Everything and Read).

In Kindergarten, the Wilson Language *Foundations* program provides a strong foundation for literacy. This research-based program centers on letter formation, phonemic awareness, sound mastery, fluency, vocabulary, sight word instruction, comprehension, and writing. The program was chosen for its high student engagement and strong emphasis on interactive and explicit instruction. It is also particularly effective with English language learners, a great advantage in view of the school's evolving student demographics.

In first through fifth grade, the research-based Scott Foresman Reading series was chosen for its balanced approach to reading and language arts. In the primary grades, instructional focus centers on phonics, sequential reading-readiness skills, vocabulary development, fluency, and comprehension. In the middle grades, this series provides students with dynamic selections across a myriad of genres coordinated with grammar, vocabulary, and imbedded phonics. Together with selected novels, the series offers students a balanced and challenging program promoting comprehension, vocabulary, phonics, word study, oral language, and critical thinking.

Grades six through eight continue with an emphasis on quality literature. Novels are supplemented with the Prentice Hall Literature series *Timeless Voices*, *Timeless Themes*, chosen for its diverse selections and also for its emphasis on critical thinking. This program requires students to read and respond, both in discussion and writing, fostering a critical, in-depth look at the essential elements of poetry and prose. Linked with reading, students engage in writing for a variety of purposes, including compare/contrast, analysis, synthesis, and extension essays.

The Library Media Center (LMC) houses an extensive collection of culturally diverse fiction and non-fiction resources. The LMC works in collaboration with classroom teachers to support the curriculum. Students at St. Andrew are encouraged and recognized for their voracious reading. As an extracurricular program, second through eighth graders may choose to participate in the Junior Great Books Program. This nationally renowned program promotes small group discussion using the "shared inquiry model". Reading is essential to all that is done at St. Andrew and is a source of great pleasure.

3. Additional Curriculum Area: Science

Recognizing the important role of science in modern society, St. Andrew Apostle School endeavors to develop students who question, investigate, and critically think about the world around them. As a result, a wide variety of science topics are presented to students throughout their elementary and middle school years. To fulfill this goal, students not only take courses in general science, but as they advance into the middle school, they take more intensive courses in Earth, life, and physical science. Technology is integrated into the science program and augments the curriculum.

While much of St. Andrew's emphasis on science lies with hands-on/inquiry, St. Andrew Apostle also successfully ties science to social justice by encouraging students to participate in projects that are directly related to scientific topics, thereby promoting experiences that enhance both topics simultaneously. For example, in 2004, St. Andrew Apostle won the Montgomery County Excellence in Recycling Award, complementing the environmental science portion of the curriculum and connecting it to faith formation by encouraging appreciation for and protection of God's gifts. Opportunities to collect funds for victims of natural disasters (e.g., Hurricane Katrina; the Tsunami of December, 2004) serve to make science current and real, and also encourage students to show compassion for others.

Not only does St. Andrew's science program connect to the call for social justice, but it also acts as a link to the St. Andrew's community as a whole. Through the St. Andrew Parent Association, a new science lab was fully funded in 2002. Hands-on-Science, an after school enrichment program, has been offered for K-5 students for many years and allows parents and community members a chance to share their love of science with students. Parents also demonstrate their commitment to the science program by coming to school and promoting National Chemistry Week each year. In addition, the school holds an annual inquiry-based science fair for grades 6-8 that involves parents as mentors, proposal readers, and judges. The parish community is invited to view completed projects and the winners are encouraged to further their participation by entering the Montgomery County Science Fair competition. St. Andrew students earned twenty-two awards in the 2005-2006 competition.

In all, Science is a priority at St. Andrew Apostle School. Encouraging students to think scientifically by employing the scientific method leads to excellence in a critical life skill: problem solving. Understanding the world around them also helps students to grow in their appreciation of God's many gifts.

4. Instructional Methods

At St. Andrew Apostle School, students are taught through a variety of methods. These include whole group instruction, individual instruction, cooperative learning, hands-on and self-directed activities, and technology-based lessons and projects. Through differentiated instruction, teachers encourage and build on the strengths of their students. St. Andrew includes multi-modal instructional methods to engage all types of learners. Students are challenged through enrichment activities such as debates, discussions and critical thinking exercises. Both formal and informal assessments are used along with immediate feedback and application. Resource services are available for struggling students in conjunction with private psycho-educational evaluations and local public school testing for identification of learning differences. Catholic Educational Service Plans and Individual Education Plans are closely followed. Faculty members with expertise in utilizing technology and alternative teaching strategies meet regularly with students who require additional services. Each student is challenged to do his/her best.

Instruction is strengthened by the existence of an extensive, up-to-date library, a source of pride at St. Andrew Apostle, where faculty and staff guide students to realize their God-given talents and resourcefulness. The school counselor also helps students develop attitudes, methods, and behaviors that increase the likelihood of success, and collaborates with teachers to aid students in the development of study skills and emotional awareness. Along with the Junior Great Books Program, Chess Club, Homework Club, outdoor education, band, and a student-produced television broadcast, students have access to many diverse learning opportunities. Living in the nation's capital region, they are able to take advantage of the culture and history of Washington, D.C. and the surrounding area through field trips and extracurricular outings.

5. Professional Development

St. Andrew Apostle considers professional development to be a priority. In addition to being a budgeted item, the school board has established a parent-sponsored faculty support fund to advance teacher training. Each year the administration provides time for all faculty members to attend Archdiocesan forums and professional conferences. As Archdiocesan teachers, faculty members are required annually to log in fifty-five hours of professional development. Groups of teachers attend workshops and training sessions in order to continue the learning and are encouraged to act as leaders in sharing knowledge and expertise with colleagues in professional learning communities. Teacher development is an ongoing process at St. Andrew as teachers adjust curriculum and develop new goals focusing on improving student achievement.

In recent years, St. Andrew has adjusted its calendar to allow monthly half-day teacher in-service meetings. Topics that have been extensively developed include: curriculum mapping, reading fluency, writing across the curriculum, and differentiated instruction. In addition, videos, journals, and books are purchased and made available to faculty and parents through the professional lending library.

The St. Andrew Apostle community has also made a long-term commitment to excellence in its school by providing tuition support for teachers to attend local universities in order to take relevant courses and earn graduate level degrees. The administration and many of the teachers now hold advanced degrees in their areas of expertise and belong to professional organizations that help them keep current and informed.

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. Delete if not used.

1. Private school association(s): Catholic Archdiocese of Washington
(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 X No _____
3. What are the 2006-2007 tuition rates, by grade?
Grades K – 8 tuition rates:

# of children enrolled per family	Category I *	Category II **
1	\$ 6,115	\$ 9,560
2	\$ 9,295	\$14,765
3	\$10,940	\$18,015
4	\$12,980	\$19,990

* Category I families include all actively participating registered parishioners.

**Category II families include non-active parishioners, non-parishioners and non-Catholics.

4. What is the educational cost per student? \$ 5445.
(School budget divided by enrollment)
4. What is the average financial aid per student? \$ 2047.
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 13%

ST. ANDREW APOSTLE SCHOOL

Terra Nova 2nd Edition, Form C
 CTB/McGraw –Hill, 2000
 Scores are reported as percentiles.
 No students are excluded from the test.

Grades 3,5,6 and 8 take complete battery.
 Grades 4 and 7 take the multiple assessment.
 * No subgroups were identified because all subgroups were less than 10 students.

	2005-2006	2004-2005	2003-2004
Testing Month	March	March	March
Grade 8			
Reading	79	76	n/a
Mathematics	84	78	n/a
Number of Students Tested*	56	50	0
Percent of Students Tested	100	100	0
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
Grade 7			
Reading	87	83	79
Mathematics	79	84	81
Number of Students Tested*	51	58	55
Percent of Students Tested	100	100	100
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
Grade 6			
Reading	82	83	80
Mathematics	84	78	77
Number of Students Tested*	49	55	58
Percent of Students Tested	100	100	100
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
Grade 5			
Reading	80	78	87
Mathematics	81	78	82
Number of Students Tested*	54	54	49
Percent of Students Tested	100	100	100
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
Grade 4			
Reading	81	81	n/a
Mathematics	78	90	n/a
Number of Students Tested*	46	52	0
Percent of Students Tested	100	100	0
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
Grade 3			
Reading	66	75	79
Mathematics	79	70	83
Number of Students Tested*	43	49	54
Percent of Students Tested	100	100	100
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
Grade 2			
Reading	68	71	n/a
Mathematics	61	72	n/a
Number of Students Tested*	43	45	0
Percent of Students Tested	100	100	0
Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0