

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Sarah L. Schmitt
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Holy Spirit School
(As it should appear in the official records)

School Mailing Address 8800 Braddock Road
(If address is P.O. Box, also include street address.)

Annandale Virginia 22003-4150
City State Zip Code+4 (9 digits total)

County Fairfax State School Code Number* N/A

Telephone (703)978-7117 Fax (703)978-7438

Web site/URL www.HolySpiritChurch.us E-mail sschmitt@holyspiritchurch.us

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 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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson N/A
(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.

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 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. 2 Number of years the principal has been in her/his position at this school.
19 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	11	7	18	7	17	14	31
K	19	13	32	8	22	19	41
1	16	14	30	9	N/A	N/A	N/A
2	22	13	35	10	N/A	N/A	N/A
3	16	15	31	11	N/A	N/A	N/A
4	15	22	37	12	N/A	N/A	N/A
5	23	16	39	Other	N/A	N/A	N/A
6	13	18	31				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							325

6. Racial/ethnic composition of the school:
- | | |
|-------------------|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 17 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 9 | % Hispanic or Latino |
| 73 | % White |
| 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 %

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	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	355
(5)	Total transferred students in row (3) divided by total students in row (4)	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 2 %
5 Total Number Limited English Proficient

Number of languages represented: 4

Specify languages: Korean, Spanish, Vietnamese, dialects of Micronesia

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: 3 %
 10 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.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 7 </u> Specific Learning Disability
<u> 1 </u> Emotional Disturbance	<u> </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> 1 </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> 1 </u>	<u> </u>
Classroom teachers	<u> 19 </u>	<u> 1 </u>
Special resource teachers/specialists	<u> 5 </u>	<u> 4 </u>
Paraprofessionals	<u> </u>	<u> 1 </u>
Support staff	<u> 3 </u>	<u> 4 </u>
Total number	<u> 28 </u>	<u> 10 </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 17:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96%	96%	95%	97%	97%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	30%	40%*	23%	13%	10%
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

*After the 2005-2006 school year, in addition to the principal of nineteen years retiring, seven of the thirteen teachers who left did so for reasons of retirement, birth or military transfer.

PART III - SUMMARY

In September 1966, Holy Spirit School (HSS) opened its doors with humble beginnings as home to the Kindergarten and first grade students of The Church of the Holy Spirit. Over the next forty-one years, those humble beginnings have grown into the dynamic Pre-Kindergarten through grade eight community that today is HSS. Devoted to the challenge of creating life-long learners and servant-leaders, HSS provides a program of academic excellence grounded in the traditions and values of the Holy Catholic Church.

In keeping with HSS's Philosophy of Learning, community is built by providing students with a Christ-centered educational experience. Individual learning styles are addressed and a variety of instructional methods are used to bring each child to their fullest potential. Those methods encourage the students to think critically and analytically while being creative and reflective problem-solvers. The challenge of meeting individual learning styles has increased as the student population continues to diversify; a 27% minority population is now served and a small but growing number of students with Individualized Educational Plans requiring significant monitoring by the school's full-time, on-site resource teacher. Knowing that students learn best in an environment that is both emotionally and physically safe, a structured program is provided that encourages success but also values the lessons learned through mistakes and small failures. Responsibility and accountability are cornerstones of the Middle School experience.

The challenging curriculum is based on the guidelines established by the Diocese of Arlington. While HSS emphasizes the importance of the Traditional "3Rs" of reading, writing, and arithmetic, the science and social studies programs give students the opportunity to explore the world's rich history and its potential for the future. The inclusion of foreign language four years ago only served to further enhance the strong core academics. Supporting the core, the technology, music, art, physical and health education, and library curricula provide students the opportunities to creatively apply and enhance their knowledge.

Enrichment programs such as field trips, assemblies and speakers broaden the students' minds and challenge them to seek more. An expansive array of co/extra-curricular activities include: student government, yearbook, school newspaper, literary club, advanced and beginner bands, the Diocesan Spelling Bee and Science Fair, Shakespeare Festival ensemble, Odyssey of the Mind, choir, safety patrols, altar servers, Fiat, scouts, and a buddy program between grades. Opportunities for students to participate in CYO sports programs include tennis, basketball, cheerleading, softball, and baseball.

The parents of HSS are held in the highest of regards. Truly acknowledged as the primary educators of their children, HSS is blessed to have an active and supportive PTO. In addition to fulfilling the traditional role of fundraising, parents volunteer in classrooms and on field trips, provide hospitality for numerous events, and support community families in need with prayers, meals, and transportation. Parents also provide the support needed for the HSS community to live its Catholic baptismal call of service to others through events such as the Ton of Love food drive, the annual charitable 5K and Fun Run, the preparation of sandwiches for a local homeless shelter, the collecting of school supplies for an Afghanistan school, and the Lenten Rice Bowl collection, to name just a few.

In order to meet the challenge of preparing its students to be contributing members of the global community both today and in the future, HSS broke ground in June 2007 on a multi-million dollar expansion program of the school's physical building. Once completed, the facility will house a new science lab, computer lab, library/media center, art classroom, music classroom and expanded space for our vibrant middle school.

On a daily basis, HSS is living its motto of moving inward, upward, outward, forward.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

HSS administers the TerraNova Achievement Test (TerraNova) by CTB/McGraw Hill each academic year in order to obtain reliable and accurate information about student performance. Prior to 2004/2005 the TerraNova was administered in the fall (September) of the academic year. As mandated by the Diocese of Arlington, the testing time was changed to the spring (April) beginning in the 2004/2005 school year. The TerraNova tests a sampling of skills and concepts across the content/curriculum areas including reading comprehension, vocabulary, mathematical reasoning, mathematical computation, spelling, language mechanics, and language composition. In the 4th and 6th grades, science and social studies are included. The test is norm-referenced meaning that individual student scores can be compared with other students and groups in the nation. A criterion-referenced score is also derived from the testing data, which defines strengths and weakness in overall programs and in individual student's mastery of diocesan curriculum.

The assessment table included in Part VII – Assessment Results, shows that HSS students have consistently scored above average when compared to national student norms. In the past five years, all but two of the total scores in reading in grades 2 through 7 were above the 80th percentile; and all but one of the total scores in mathematics were at or above the 80th percentile. If one were to compare HSS scores against the national school mean scale scores, high marks are still achieved. The national school norms for reading range from 63.8 to 65.8; HSS for the testing year 2006/2007 range from 65.7 to 76.9. In mathematics, the national school norms range from 63.8 to 65.5; HSS scores range from 66.5 to 71.4. Based on information provided by the Office of Catholic Schools, HSS also routinely scores at or above the average scores of other diocesan elementary schools on both the TerraNova and the High School Placement Test given to all 8th graders in December. This consistent history attests to the high standards which HSS has for its students. The success of our students is seen by the acceptance of 8th grade students into outstanding high schools such as: Pope Paul VI, Bishop O'Connell, Bishop Ireton, Gonzaga, Georgetown Visitation and Thomas Jefferson High School for Science and Technology.

In addition to the TerraNova, HSS administers the Iowa Algebra Readiness Test to the 7th grade students. The scores from these two assessments, along with other variables, help HSS to determine students who will be successful in the high school level algebra program offered in grade eight.

HSS also uses assessments at the beginning stages of a student's career to help determine strengths and weaknesses a child may possess when entering school. The Kindergarten Readiness Test is administered prior to entering HSS and allows teachers to better prepare for their new students, as well as, providing parents with information on skill work which can be done over the summer. In the spring of the Kindergarten year, the Metropolitan Reading Readiness Test is given to all students. The results help teachers flag developmental delays and allow time for remediation work through the rest of the school year and prior to entering 1st grade.

2. Using Assessment Results:

Knowing that not all students thrive on traditional paper and pencil assessments, HSS acknowledges the concept of multiple intelligences in both teaching and assessment methods. Teachers make use of the TerraNova tests discussed prior, but also use tests, quizzes, homework, projects, class discussions, observations, lab work, oratory, and fine arts opportunities to assess student skills and mastery of concepts.

During the early part of each school year, teachers meet to discuss the TerraNova results using prepared "hand-off" sheets. Teachers from a class's current and prior grade-levels gather and review strategies to meet the needs of individuals and the class as a whole. Brainstormed ideas are identified in weekly lesson plans and assessed periodically through the year.

Assessment pictures impact both teaching strategies and textbook reviews. For instance, Word Study was put in place this year in the primary grades to place an emphasis on phonics thus allowing greater student success in the areas of spelling and proofreading. The mathematics series at HSS was updated over the last three years in order to build the conceptual and abstract skills needed for advanced

math.

When a student's portfolio indicates areas of struggle, teachers have the Student Assistance Team (SAT) as a resource. The SAT is comprised of the principal, the full and part-time resource teachers, and two additional, experienced teachers with strengths in science and language arts. The classroom teacher presents the student's case to the SAT and is provided with ideas and strategies to meet the identified needs.

Teachers at HSS also place a strong emphasis on providing for high-achieving students. Those who are repeatedly assessed as possessing mastery of skills in either specific subject areas or across the board are given the opportunity to do "challenge work" which provides for the application of skills in higher-order thinking assignments.

3. Communicating Assessment Results:

HSS fully embraces parents as the primary educators of their children; therefore, communication between parents and teachers is of the highest priority. Notes, emails, and telephone calls are some of the informal methods that are used to relay concerns and successes. Assignment pads, including specific areas for identifying missed assignments, and the signing of tests and other graded work help keep parents aware of where their children stand in regard to their academic learning. On a more formal level, interims are sent out at mid-quarter for either academic or behavioral reasons and report cards presenting an overview of grade point averages, effort grades, and social and Christian behaviors are sent home quarterly. A parent-teacher conference is held for every student in the school after the 1st quarter and as necessary for the rest of the year.

HSS is extremely proud of the high achievement of its students on the TerraNova testing. As a result, composite scores are made available to parents and prospective families. Students in grades 4-8 who meet the eligibility requirements on a quarterly basis are acknowledged publicly on the school's Honor Roll.

Students in grades 1-8 who achieve either the Presidential or National physical fitness levels on The President's Challenge are acknowledged at the end of the year. Additionally, a middle school awards ceremony is held and those students who garnered honors in diocesan-wide contests such as science fair and the spelling bee are identified. This ceremony also acknowledges those students who have made contributions to the school community in any of the arts and sciences.

At the annual 8th grade graduation ceremony, students who have maintained an "A" average through grades 4 to 8 are awarded the Presidential Academic Fitness Award. Additionally, students with superior knowledge and skill in subject areas are acknowledged. The school's PTO holds a yearly essay contest for students who plan to attend a Catholic high school. The winning essayists are awarded \$1,000 scholarships.

4. Sharing Success:

HSS enthusiastically shares the success of its students within our own school and parish communities, as well as, the community at-large. Items are routinely included in both the school's weekly and more in-depth quarterly newsletters. Efforts are made to acknowledge our students and teachers in local newspapers and the Catholic diocesan newspaper. The school's website is continually updated and highlights particular achievements when appropriate.

The school principal actively participates in "best practices" sharing sessions amongst other diocesan principals. The faculty is routinely involved with and serves on curriculum review committees providing their expertise and knowledgeable insights for the growth of the entire diocesan school system.

Prospective families are welcome at any point in the school year to inquire, visit and tour the school. During Catholic Schools Week, a large-scale Open House is held at which visitors may view demonstrated instructional methods and fine arts performances. Opportunities to watch the HSS students in action are considered the best way to share the school's ongoing success. The vitality and enthusiasm that the students and teachers bring to the learning process is in direct correlation to the HSS students growing as life-long learners.

If chosen as a No Child Left Behind – Blue Ribbon School, HSS would make every effort to publicize the honor. In addition to press releases, the school's daily correspondence would be edited to

highlight the achievement. HSS would be honored to serve as a source of information and mentoring to other schools going through the application process. The administration would also be pleased to assist in reviewing future applications.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum is based on the guidelines of the Diocese of Arlington, Virginia. The core subject areas include: religion, reading, language arts, mathematics, science, social studies, and on the Middle School level, Spanish. Specialty classes in technology, art, music, health and physical education, and Spanish on the primary level assist in providing a well-rounded academic program. Teachers on every level are encouraged to develop interdisciplinary lessons in order to provide students with the links between subject areas that help to develop the educated person. Our students are consistently well-prepared for high school whether it is parochial, private, or public.

Religion: The HSS community approaches all aspects of learning with faith at the center of each endeavor. Faith as a “lived experience” is the glue that binds all subjects into a cohesive unit. Our days begin and end with prayer and individual classrooms pray for the special intentions of the class. Weekly Masses and special events throughout the different liturgical seasons strengthen our community of students, parents, and teachers. We emphasize service to others and leading through the example of serving others. Our religion program incorporates scriptural study, Church history, sacramental preparation, morality, and social justice.

Reading and Language Arts: With an emphasis on phonics, spelling, grammar, and vocabulary, this program is the foundation on which student academic success is built. It is from the traditional basics that fluency and comprehension grow and where confidence in reading is fostered. Establishment of correct fundamentals translates into the ability to comprehend the written and spoken word across all curriculum areas.

Mathematics: Across all grade levels the building of concepts is stressed beginning with basic number computation and moving to problem solving and critical thinking. Students are grouped by ability and aptitude in 7th and 8th grades with grade level math at differing paces being offered in 7th grade and Pre-Algebra and Algebra I being offered in 8th grade.

Science: Hands-on experience, analytical skills, and technology drive the curriculum. Students are exposed to concepts and theories of life, earth, space, and physical sciences with opportunities for lab experiences at all grade levels.

Social Studies: The study of current and historical events provides students with the information needed to grow their citizenship and sense of civic duty. By integrating the Church’s teaching on Social Justice, students better appreciate the figures of the past, the geography and economies of the present, and the impact of global choices on the future.

Spanish: The program teaches students in grades 1-8 to appreciate the innate beauty of a culture and language of another. Grades 1-3 are given an overall exposure to the language and its people’s traditions and heritage. Grades 4-5 begin learning to communicate both orally and in written form. For grades 6-8, Spanish is a core academic subject that meets the requirements of the NCLB-BRS program. It is the equivalent of high school Spanish I and emphasizes fluency in all forms. By the end of Grade 8, students are expected to progress easily to high school Spanish II.

Technology: Students are challenged to master skills involving the accessing, interpreting, and synthesizing of material. Students are instructed in the ethical uses of technology and make use of their skills across the curriculum.

Art: Exposure to a variety of techniques and mediums allows students the opportunity to express themselves creatively. Individual and group projects make use of the techniques throughout each curriculum area.

Music: Students are given the opportunity to study many styles of music, famous composers, basic note reading, and composition. The use of movement and rhythm allow students the opportunity to

use their imaginations and creativity. An instrumental band program for students in Grades 4-8 is available.

Health and Physical Education: These programs develop student confidence and identity as a Christian athlete through the teaching of skills and teamwork. The overall goal is to promote lifetime wellness.

Library: This program exposes students to the world of literature and research skills and supports all aspects of the curriculum.

2. Reading Curriculum:

HSS has established a strong literature-based curriculum through all levels of instruction. Word Study begins in Kindergarten and launches students into leveled reading programs. Continuing through the intermediate levels, instruction focuses on phonics, fluency, comprehension, grammar, spelling, vocabulary expansion, and sentence structure. Varied learning styles are addressed with multiple instructional approaches, such as reading centers and literature circles. In addition, teachers continuously assess skills and aptitudes to establish a pace of instruction that will increase the student's likelihood of success.

During the middle school years, teachers guide students to utilize their reading foundation and apply it to increasingly complex reading concepts. Instruction is enriched with literary circles, differing graphic organizers, differentiated book reports, responsive grouping in conjunction with reading logs, reading response journals, and collaborative projects. HSS is committed to differentiated reading. A remedial reading program has been implemented to assist struggling readers and the school employs a reading specialist and resource teacher to support the classroom teachers.

HSS believes that the reading curriculum should not be limited to reading classes. All students have a mandatory summer reading list and are expected to submit book reports the first week of school. We also emphasize cross-curricular reading strategies during the year and expect all grade levels to employ reading strategies and vocabulary building across their curriculums. Primary students use the Scott Foresman reading series both for vocabulary and phonics. The intermediate grades continue with the Foresman reading series, supplement with trade books and an SRA Reading lab, and introduce the Zaner-Bloser Spelling series. The middle school uses the Prentice Hall reading series and the Sadlier-Oxford vocabulary series. Middle school students participate annually in the Diocesan Shakespeare Festival, where they completely immerse themselves in the study, production, and performance of a selected Shakespeare play. The principal has also taken the initiative to invite authors and illustrators to address the students and encourage them to read and write. Finally, all students will be encouraged this year to participate in the inaugural HSS book-writing contest.

3. Curriculum Choice: Science:

The science curriculum at HSS reflects the mission of teaching the total child and inspiring students to become life-long learners. The lab-based curriculum focuses on scientific inquiry, life, earth, space, and physical sciences. In addition to age and curriculum appropriate textbooks, the curriculum is supported through models, manipulatives, lab manuals, DVDs and videos.

A variety of hands-on experiments are employed to provide opportunities for exploration throughout the grade levels. Students are guided in safety precautions for all materials they use. Teachers take advantage of the numerous museums and nature centers in the area for field trips and guest speakers. The middle school students participate in an independent inquiry and compete in local and regional science fairs. As a testament to the strength of the overall school program, students from HSS have placed 1st and 2nd at the regional fair in recent years. The middle school science room acts as a functioning lab and includes a broad range of materials including, but not limited to, a fully operational weather station, twelve compound light microscopes, four of which are dual view, dissection trays and tools, electric circuit boards, wires and batteries, prepared and plain slides, force and motion experiment kits, chemicals and chemical experiment kits, and a full array of beakers, graduated cylinders, test tubes, and balances. Technology at HSS supports the science curriculum. All of the classrooms at HSS have computers that are connected to the Internet for teacher and students use. Many of the classrooms have Activboards. The computer lab also supports the curriculum through instruction on excel, graphing and research techniques.

HSS is looking forward to the completion of the new school wing, to be opened in the fall of 2008, which will include a dedicated science lab.

4. Instructional Methods:

The HSS faculty uses a variety of instructional methods in order to engage the students in active learning and to meet their individual needs. At any given point in the day, students may be observed in a multitude of arenas using both teacher-directed and student-led activities. Use of manipulatives begins in the Pre-Kindergarten program, continues through grade eight and is employed throughout curriculum areas; blocks, beads, dice, felt boards, puzzles, and maps are a small sampling of these tools. Graphs of differing types are used to analyze demographic information in social studies and geography and to chart scientific observations. The computer curriculum assists students in presenting information in multiple ways when spreadsheet and word-processing programs are learned. Note-taking, graphic organizers, cause and effect charts, journaling and character studies are just some of the methods used regularly to elevate the critical thinking skills of students. The traditional written book report also makes room for posters, 3D projects, and literature circle discussions. Multi-sensory approaches are seen with hands-on experiments, play acting, games, music, field trips, and guest speakers like the weatherman from WJLA with the Storm-chaser van.

The faculty employs a multitude of technology to reach students of all levels; DVDs, CDs, cassettes, LCD projectors, and CD-ROM computers are in use. The installation of five Activboards has enriched the faculty's ability to present information to students in unique and stimulating ways while also providing a wealth of supplemental information to the textbooks through the accessing of thousands of flip-charts on the Internet designed for use with the boards.

The on-site resource teacher provides instruction and support for students through inclusion and remediation. This is complemented by a part-time reading resource teacher who works with all levels of readers in the primary grades and helps to identify and formulate academic plans where appropriate.

5. Professional Development:

Just as HSS seeks to create life-long learners in its students, the faculty and staff are encouraged to strengthen their own academic knowledge, teaching skills and strategies through professional development opportunities. This is tangibly seen through the financial support that the school, in conjunction with the PTO, provides by reimbursing teachers 50% of the cost of college/university courses or training workshops attended. Additionally, teachers actively make use of opportunities provided by the Diocese of Arlington to obtain recertification hours and enhance teaching knowledge. The Diocesan Education Institute is held in the fall and seminars on a variety of religious and instructional topics are given. The Summer Institute provides short, multi-day classes on more in-depth topics such as standardized test interpretation, cognitive development, and differentiated instruction.

HSS relies heavily on the institutional knowledge of its teachers. Grade partners and departments work closely sharing ideas and knowledge. This past summer, two teachers attended the newly formed Arlington Academy. These teachers now provide a source of formal mentoring of teaching methods to new and established teachers.

Knowing that in today's world technology is a primary tool of instruction; HSS places an emphasis on the computer and technology literacy of its teachers. With the installation of new Activboards, faculty are exploring and learning the benefits and advantages of this latest technology with the assistance of a faculty member who is a qualified Activboard instructor.

A primary focus of professional development this year has been an on-going seminar for the Kindergarten through 3rd grade teachers regarding the management of guided reading. This is provided to enhance the skills necessary to more effectively develop differentiated reading and fluency in the primary grades. The seminar is incorporating the instructional method of Word Study being used in the HSS curriculum. This has been made possible through Title II Federal funding.

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): Virginia Catholic Education Association (VCEA), National Catholic Education Association (NCEA), National Middle School Association
(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 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

Tuition Rates are the same for all grades PK-8, but vary by family status as shown below:

	HSS Parishioners	Catholic Non-Parishioner	Non-Catholic
One student	\$3,960	\$6,710	\$6,710/child
Two students	\$6,710	\$9,130	
Three or more students	\$9,130	\$10,560	
Pre-K	\$3,300 (if only child in family and regardless of affiliation)		

4. What is the educational cost per student? \$5,545
(School budget divided by enrollment)

5. What is the average financial aid per student? \$1,864

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 33%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%*

*Holy Spirit Parish financially supports each student by providing a subsidy that covers the amount above and beyond tuition that it costs to educate a student at HSS. Additionally, 8% of students receive financial assistance through the school managed tuition assistance program.

PART VII - ASSESSMENT RESULTS

HOLY SPIRIT SCHOOL

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

Scores are reported as percentiles.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	September	September
Grade 7					
Reading	90	83	89	91	89
Mathematics	84	83	83	88	87
Number of students tested	42	42	50	46	46
Percent of total students tested	100	100	100	100	100%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
Asian Students					
Reading	--	--			
Mathematics	--	--			
Number of students tested	<10	<10			
Grade 6					
Reading	81	88	83	86	89
Mathematics	85	87	82	86	86
Number of students tested	39	50	39	52	47
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
Asian Students					
Reading	--	--			
Mathematics	--	--			
Number of students tested	<10	<10			
Grade 5					
Reading	84	82	88	78	85
Mathematics	82	84	87	90	91
Number of students tested	40	41	48	39	50
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
Asian Students					
Reading	--	--			
Mathematics	--	--			
Number of students tested	<10	<10			

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	September	September
Grade 4					
Reading	87	85	81	86	81
Mathematics	88	86	83	86	84
Number of students tested	40	45	45	51	39
Percent of total students tested	100	100	100	100	100%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
Asian Students					
Reading	--	--			
Mathematics	--	--			
Number of students tested	<10	<10			
Grade 3					
Reading	77	81	81	81	87
Mathematics	78	83	81	83	90
Number of students tested	38	41	46	46	53
Percent of total students tested	100	100	100	100	100%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
Asian Students					
Reading	--	--			
Mathematics	--	--			
Number of students tested	<10	<10			
Grade 2					
Reading	81	84	87	85	89
Mathematics	82	82	87	81	80
Number of students tested	38	41	46	46	52
Percent of total students tested	100	100	100	100	100%
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
Asian Students					
Reading	--	--			
Mathematics	--	--			
Number of students tested	<10	<10			