

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Darcie Girmus

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. Mark Catholic School

(As it should appear in the official records)

School Mailing Address 9972 Vale Road

(If address is P.O. Box, also include street address.)

City Vienna State VA Zip Code+4 (9 digits total) 22181-4005

County Fairfax State School Code Number* _____

Telephone 703-281-9103 Fax 703-766-3430

Web site/URL http://www.stmark.org/school E-mail nweaver@stmark.org

Facebook

Page https://www.facebook.com/pages/ST-

MARK-Catholic-

Twitter Handle _____ School/706322739462033 Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent* Sister Bernadette McManigal

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-

mail: catholicschools@arlingtondiocese.org

District Name _____ Tel. _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Father Patrick Holroyd

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

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

**Non-public 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 (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	30	18	48
K	16	13	29
1	17	13	30
2	15	15	30
3	17	24	41
4	22	16	38
5	24	24	48
6	20	20	40
7	21	23	44
8	26	19	45
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	208	185	393

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 0 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 81 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 2%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	399
(5) Total transferred students in row (3) divided by total students in row (4)	0.023
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

9. Students receiving special education services: 5 %
19 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>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: St. Mark is a Christ-centered community promoting academic excellence rooted in faith, knowledge and service by recognizing the dignity and uniqueness of each child.

PART III – SUMMARY

St. Mark Catholic School opened its doors in September of 2003 as an extension of the St. Mark Parish community to promote academic excellence through faith-based education. Currently, St. Mark Catholic School is a dual-track school for grades K-8 and offers morning and all-day preschool for 3- and 4-year-olds.

The philosophy of learning states that each child is a unique creation of God, with unique strengths and needs. The administration, faculty, and staff strive to provide a stimulating learning environment with varied and differentiated instruction, integrating technology across the curriculum. Each teacher at St. Mark works hard to develop each child to his/her fullest potential. Small class sizes provide ample opportunity for students to receive individualized attention in the regular classroom. The school's expansive Resource Program assists students with specialized learning needs to achieve their very best. Many of the students participating in this program came to St. Mark because they were not welcomed or not flourishing in other diocesan schools because of their learning differences.

In addition, the St. Mark Evangelist Program, unique in the Diocese of Arlington, is a self-contained program for children with mild to moderate intellectual and moderate to severe learning disabilities who need a more specialized individual academic program. For much of the day, students in the Evangelist Program learn in their own classroom. The Evangelist students are integrated into the regular classrooms for art, music, computer, lunch, recess, and sometimes social studies and science. This program was started as an outreach to a community of students who would otherwise not be able to receive a faith-based education. The entire school community benefits from their presence. By working with others with significant disabilities, students develop compassion, tolerance, and gratitude.

The before- and after-school Extended Day Care Program goes beyond daycare by integrating the religious themes of the school as well as providing special activities to make the children's experiences healthy, fun, and educational.

Students take an active role in supporting the mission of St. Mark. The Student Leadership Association organizes and facilitates student dances and bingo nights, as well as advocating for dress-down days and special privileges. Middle school Peer Mediators work with younger students to settle differences in a peaceful way. The Peer Mentor program provides mentors to each Evangelist student during class, recess, and/or lunch to provide both academic and social support. The Safety Patrol teams help with morning and afternoon carpool to ensure the safe and efficient arrival and departure of the students. The fifth grade participates in the DARE (Drug Abuse Resistance Education) Program led by a local police officer from the community. Once a month at a school-wide assembly led by a particular grade, the Virtue of the Month, such as Charity, Humility, or Joy, is introduced. Through the Virtue of the Month program, the school works to be the hands of Christ for those living in the community and beyond by carrying out monthly student-initiated community service projects.

Parent volunteers provide invaluable financial and volunteer support to the school. Led by the Parent Teacher Parish Organization (PTPO), parents assist in the classrooms, library, and lunchroom. In addition, parent volunteers coordinate and implement the GRACE Arts (K-Grade 5) and Junior Achievement programs in the classroom. The room parents host holiday parties, coordinate guest readers, and support the teachers in organizing class field trips and service projects. The PTPO organizes annual fundraisers to provide additional financial support to supplement the school's financial aid program and to purchase items that complement the academic program. This past year, the PTPO purchased 24 Chromebooks for use in third and fourth grade, twelve digital cameras for use in the middle school classrooms, and access to IXL, an online math supplement program.

The drive for excellence is not only accomplished in the classroom. St. Mark also offers a wide variety of extracurricular activities including the Diocesan Shakespeare Festival, Catholic Math League competitions, Band, Battle of the Books, Church Choir, Yearbook, Pop Choir, Lego Robotics, Chess Club, and Drama. Many students participate in diocesan-wide sports programs, including track and field, tennis, and basketball

as well as parish-sponsored Girl Scout, Cub Scout, and Boy Scout programs. Volunteers from the parish community assist the office staff and serve as senior tutors to younger students who need support in basic academics.

During the 2013-2014 academic year, St. Mark underwent the re-accreditation process and received accreditation by The Virginia Catholic Education Association through 2018. St. Mark Catholic School is proud to be considered for a Blue Ribbon School award. Standardized test scores may serve to qualify St. Mark, but it is the outstanding vision of the teachers and the excellent efforts of the entire St. Mark community “to share the light of Christ as we grow in faith, knowledge and service” that make this school unique.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Mark Catholic School, with students in preschool through eighth grade, follows the curriculum guidelines established by the Diocese of Arlington. These guidelines provide a spiraling curriculum in reading, language arts, and mathematics, and topically oriented grade/age appropriate instruction in science and social studies.

The reading/literature curriculum begins with basic reading skills and develops into a study of both American and World Literature in middle school. Students read across the curriculum at each grade level, frequently focusing on a theme or type of literature that supports current social studies or science units. In preschool, students study letter and simple word recognition and practice writing their names. In the early grades, students work with Word Study; in upper grades, the focus shifts to vocabulary building. Writing begins with basic letter and word formation, quickly moving into creative forms, working with writing prompts and examples. As students progress, they write across a variety of genres, from poetry and short stories to reports in other subject areas. Language arts is taught at all levels, and also spirals upward, beginning with basic sentence structure (capital letter, period) and moving through a rigorous study of grammar, culminating in creative writing and longer essays.

Mathematics follows a similar progression, each year building on skills previously learned. Even in preschool, students count, learn to recognize and write numbers, identify shapes, colors, and patterns, and sort. In all grades, basic skills are taught using manipulatives as well as traditional drill and repetition and using special projects such as the Stock Market Challenge. Beginning in sixth grade, an accelerated track is available for students who show greater aptitude and/or more rapid development in mathematics. This accelerated program may lead to more proficient students taking Algebra I or Geometry in eighth grade.

Social studies follows the diocesan-mandated course, beginning in the early grades with understanding the local community and progressing through studies of the United States (third grade), Virginia History and Colonial America (fourth grade), World Geography and Civilizations (fifth and sixth grade), and US History (seventh and eighth grades). Starting in third grade, students have an overarching project theme for the year that culminates in a school-wide display of what they have learned and accomplished. For example, in third grade, the culmination is the States Fair. In sixth grade, it is World Civilizations Day. Even in kindergarten, students explore their world and opportunities and present their aspirations in the annual “I Have a Dream” assembly.

The science curriculum provides students with a developing understanding of the world around them, providing grade/age appropriate guidance and instruction in such skills as observation, measurement, predicting outcomes, grouping by specific qualities or attributes, classification of objects, materials, and information, analysis of materials and data, and development and proof of hypotheses. Specific areas such as environmental awareness and conservation, life cycles in plants and animals, patterns in weather, climate, the solar system, and the universe, properties and characteristics of matter, and physiology of plants and animals, are introduced at age-appropriate levels and developed across the nine years of study. Various classes take care of a class pet, grow flowers or beans, hatch butterflies, or maintain aquariums. As much as possible, science is a hands-on experience, especially as students move into the middle school. The science curriculum ultimately leads to the Science Fair for seventh and eighth graders. St. Mark regularly sends students to the Diocesan Science Fair, and several students in past years have received recognition and awards for their work.

Each spring, students in third through seventh grade take the Terra Nova exams. Results are studied and areas for growth are identified in specific subject areas and for specific students. These results and analyses provide the foundation for lesson planning in the subsequent year, allowing teachers to focus on the specific areas for growth among their incoming students. Those students with specific academic shortcomings or with identified and documented disabilities receive additional support through the Resource Program. Some students may only need a few weeks of additional work on a specific topic or skill, and others may receive

regular support throughout the school year, focusing not only on academics but also on learning to work with and around their specific learning issues.

The Early Learning Center at St. Mark is a unique environment, housing the preschool and kindergarten programs. In addition to other curricular objectives, students in preschool start to develop necessary classroom skills such as listening and communication skills and following simple directions, and social skills such as taking turns and walking in line.

The preschool and kindergarten teachers collaborate often to coordinate curriculum and insure that foundational material and concepts are presented prior to students' advancement to kindergarten. Students have demonstrated greater readiness for entry into kindergarten and beyond after participating in the St. Mark preschool program.

2. Other Curriculum Areas:

Students at St. Mark participate weekly in a full spectrum of Core Plus areas: art, music, library, physical education, and computer. Health is incorporated into the science curriculum in lower grades, and as a once-a-week class in sixth through eighth grades. The award-winning band program is available for students in fourth through eighth grade as an "opt-in" program.

In art, students study and create artwork using various media, including paints, pen and ink, rubbings, collage, and clay. In kindergarten, basic skills such as using scissors and manipulating objects and media are taught and practiced as foundational skills. As the students rise through the grades, these foundational skills are further developed and built upon using different media. At all grade levels, art projects support at least one specific core curriculum area during the year. The art teacher coordinates projects with the appropriate teachers to produce supporting materials for each grade level's overarching project.

The music curriculum includes exposure to a wide variety of genres, providing a solid foundation in different musical styles. Students learn to read music, sing, and play instruments. Every year, the music teacher prepares two productions and teaches the performance pieces during her weekly classes. Each grade level, including preschool, has a specific and grade/age appropriate role in these productions. Students learn music appreciation, cooperation, and coordination of group efforts.

In seventh and eighth grade, students spend a full quarter studying either an art or music elective. In eighth grade, these classes meet twice a week. The students rotate into the other discipline at the end of each quarter. Because of the smaller class sizes, students are able to focus directly on one discipline, and their creativity is more focused, with distinguishable results. During one quarter of music, these students are taught the basics of guitar.

The computer curriculum begins in kindergarten with basic skills of point-and-click, using programs designed to encourage and enhance recognition and understanding of numbers, letters, and words. In first grade, students begin proper keyboarding, with emphasis on constant improvement of speed and accuracy. These lessons progress into spelling and math games. Additionally, as they progress through the grades, students learn basic and advanced skills in Word, Excel, PowerPoint, Scratch, and other programs to produce everything from papers to video presentations. Some basic programming is also presented as time and aptitude allow. Computer skills are applied in math, science, social studies, and language arts and prepare students for high school, college, and the working world.

Students in kindergarten through sixth grade attend library once a week. The library program also spirals through a variety of skills. The youngest students learn how to locate books and examine both the text and the artwork in books. Students make predictions and connections, and make inferences about characters and plot. Older students learn additional library skills, including using the online catalog, locating and shelving books, using and evaluating resources, and avoiding plagiarism. Over the first three weeks of the school year, the seventh and eighth graders review the Acceptable Use Policy, online safety, and plagiarism and source citations. These lessons are revisited as needed by teachers in any of the curriculum areas.

The physical education program serves students from kindergarten through eighth grade. Students up to sixth grade have one class a week; seventh graders meet twice a week, once in gender-specific groups and once as a whole class. Eighth graders have one gender-specific class a week, and a thirty-minute Healthy Lifestyles meeting every day. These meetings replace lunch recess and provide a more controlled environment as the students enjoy moderately directed physical activity. The physical education program instills sportsmanship and a sense of fair play, respect for and understanding of rules in several sports, and respect for one's person and physical abilities.

Spanish instruction begins in kindergarten through third grade with basic language exposure once or twice a week. Actual Spanish grammar instruction begins in fourth grade. The middle school program, meeting as a core subject three or four times a week, encompasses first year high school Spanish. St. Mark is in compliance with the program's foreign language requirements. Students are tested at the end of eighth grade to determine placement in Spanish in high school.

3. Instructional Methods and Interventions:

At St. Mark Catholic School, students are valued and appreciated for their individual strengths and skills and encouraged and challenged to master subject areas. Class projects, homework, and testing reinforce subject areas, strengthen self-sufficiency, chart progress, and stimulate curiosity.

Teachers at St. Mark have a great deal of latitude in choosing the materials, lessons, and assessment tools that will best help each student meet the objectives. St. Mark teachers are skilled in current educational techniques and classroom management, and provide a wide variety of experiences including the use of manipulatives, cross-curricular instruction, flexible grouping, field trips, and labs, in addition to standard paper/pencil/textbook lessons. Activboards, a computer lab, and three laptop carts are available for times when the use of technology will enhance instruction.

Teachers use pre-assessments and standardized testing results to gain a more complete picture of aptitude and progress.

Following instruction, teachers use a wide variety of assessments to give students opportunities to shine in their preferred learning modalities while also challenging them to try new things. In fifth grade science, for example, students learn about characteristics of the Antarctic biome. They watch a video, read a passage, and research the climate, flora, and fauna of the region. In social studies, they learn about the daily life and challenges faced by researchers at the South Pole and listen to a guest speaker describe his experiences there. In a language arts assessment that melds understanding with writing and problem solving, students pretend to be researchers and write imaginary letters to their parents describing their work as South Pole scientists.

A formal identification process and resource program provide support for children who struggle in academics or executive functioning. Teachers utilize a wide variety of accommodations and make curriculum modifications as needed for students with instructional plans. In addition, the Evangelist Program serves the needs of a small group of students with mild to moderate intellectual disabilities and/or moderate to severe learning disabilities. These students are welcome at St. Mark, even though other diocesan schools may not be equipped to serve their needs.

Advanced materials and technology are used to provide challenges for students who work considerably above grade level. A formal math assessment provided by the Diocese is used to assess students in fifth through eighth grade for readiness to move into advanced math classes in the middle school grades.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

St. Mark Catholic School's standardized test scores have consistently been at or above the Diocese of Arlington averages. The diocese has used the Terra Nova Third Edition for the past four testing cycles for second through seventh grade; in 2009-2010, the testing instrument was the Terra Nova Second Edition. Counter to predictions, St. Mark had no drop in test scores the year of the transition between the two editions. Diocesan schools administer the High School Placement Test (HSPT), produced by Scholastic Testing Service, in December of the eighth grade year. These scores are not included in this document.

Test scores at St. Mark show a consistent steady or upward trend with few exceptions. Third graders in 2011-2012 and again in 2013-2014 show a decrease relative to other groups. Both of these class groups are made up of students at the lower end of the age spectrum for their grade levels. Additionally, these two classes have a larger percentage of students with learning challenges than other class groups in the school. The older of the two groups showed significant gains in both math and reading in the 2013-2014 test cycle.

One particular group has scored consistently lower in reading than previous and subsequent groups. However, they have also shown consistent improvement in reading across the five-year testing cycle. This group has a larger proportion of students with identified difficulties in reading and language arts. However, as a group, they have a greater aptitude for math.

St. Mark does not have enough students in any subgroup to break out test scores.

Students in the Evangelist Program do not take Terra Novas. They are tested three times a year using the Brigance Assessment.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Student progress in the classroom is regularly assessed during the school year, using a variety of methods. Teachers have a great deal of autonomy in designing and selecting assessment tools which reflect students' various learning styles. Assessments include homework checks, traditional quizzes and tests, projects, science labs, and more.

Paper-and-pencil tests use many formats, including matching, multiple choice, fill-in-the-blank, drawing pictures, writing essays, and answering essay questions. Teachers often reformat assessments for students who struggle with too much text on a page and/or transitioning through different question formats on a single page.

Test results not only gauge student progress, but also inform the teacher when specific topics may need to be retaught. Struggling students may receive additional support in the classroom, before or after school, and/or through the Resource Program.

Alternative assessments engage students with different learning styles. These assessments include hands-on activities, group and individual oral presentations, and group and individual projects.

Parents receive quarterly report cards documenting students' progress. Interims, report cards, and frequent parent-teacher communication support students who are struggling in a particular subject area. This ongoing, regular communication is regarded as essential for insuring the greatest success of every student.

Every spring, students in third through seventh grade take the Terra Nova standardized test battery. The resulting scores are analyzed both at the local and diocesan level. Areas for school-wide improvement are addressed as a faculty and teachers review their incoming students' scores in preparation for the upcoming school year. Students with areas for growth are followed not only by the classroom teacher, but by the resource teachers as well, to provide appropriate support and reinforcement where needed.

Terra Nova scores in reading, language arts, and mathematics are posted on the school website, along with the diocesan averages.

Part VI School Support

1. School Climate/Culture

Through its strong emphasis on faith development and parental involvement, St. Mark Catholic School has established a positive student culture where children grow and thrive. Every day, the student Mission Statement is read on the school intercom and recited by the students: "Our mission, as St. Mark students, is to share the light of Christ, as we grow in faith, knowledge, and service." This mission is not only preached at St. Mark, it is also practiced.

Every month, the students gather for an assembly in which a different grade level introduces the "Virtue of the Month." This virtue is visually displayed throughout the school for one month, referenced daily in morning prayer and announcements, and emphasized by teachers during "teachable moments." The same grade level that presents the assembly also plans a student-generated outreach for the school such as collecting food for a local food bank, collecting and matching mismatched socks for a homeless shelter, and practicing random acts of kindness.

St. Mark educates and encourages the whole child intellectually, emotionally, socially, and physically. A trained school counselor is available to provide lessons on a variety of issues including but not limited to bullying prevention, and to work with students individually and in small groups on an as-needed basis. Older students are consistently expected to set the example for younger students, and to serve in leadership roles in the Peer Mentor, Safety Patrol, and the Student Leadership Association (SLA) programs.

At the beginning of the school year, St. Mark students carefully review the contents of the Student Handbook. Through this education, and because teachers provide excellent classroom management and supervision, discipline problems are rare. When necessary, discipline is positive and considered educational, not punitive. By keeping the focus on faith, discipline seeks to get to the root of the issue.

Academic and behavioral standards are high at St. Mark, and students are challenged to rise to the occasion.

At St. Mark, teachers are hired for their strong faith, their love of children, and their love of teaching. Education at St. Mark is a collaborative effort. Teacher insight is highly valued and teacher collaboration is considered crucial. Morning prayer circle by the faculty, recognition of teacher birthdays and achievements, and appreciation shown to the faculty by the parents, the Parent Teacher Parish Organization, and the administration, make teachers feel both appreciated and valued.

2. Engaging Families and Community

The Parent Teacher Parish Organization (PTPO) provides financial support, coordinates volunteers, and organizes school-wide assemblies. Parents chaperone field trips, assist in the cafeteria, run the GRACE Arts and Junior Achievement Programs, and coach sports. Room parents help organize special activities for their homerooms and grade-wide events like the Western Civilizations Fair and Colonial Day. The PTPO provides financial support for teachers, reimbursing for continuing education courses and funding classroom improvements. Their biannual auction involves many local businesses and individuals as donors of goods and services. The PTPO collects used uniforms and coordinates their sale to school families.

Retired parishioners provide one-on-one support in reading and math skills, occasionally volunteer in the office, and serve as judges at the annual Science Fair.

Donors contribute throughout the school year to support the Evangelist Program which serves students with intellectual disabilities. Annual donations and grants ranging from \$20,000 to \$45,000 mitigate these students' tuition costs.

The PTPO supports student development through before- and after-school programs such as Chess Club and Lego Robotics. Physical activities coordinated by parent volunteers and parish programs include Hip Hop Dance and Catholic Youth Organization sports programs. The Extended Day Program incorporates both physical activities and supervised study time, along with a healthy snack and occasional parties and feasts.

The school coordinates with parish ministries to train and schedule altar servers, prepare readings, and provide a choir for the weekly masses students attend. The parish priests assist with the faith formation of the students, especially during sacramental training in second and eighth grade. The parish Religious Education department and Youth Ministry arrange retreats for all parish eighth graders.

St. Mark maintains and encourages communication in many ways. Homeroom teachers use classroom distribution lists to email parents weekly and to communicate directly regarding missing homework and other issues. The PTPO communicates with parents using room parents' distribution lists. The parish, school, and PTPO have linked websites and teachers maintain a page on the website, posting classroom policies and homework assignments. The school directory, available on the website and in hard-copy, contains class lists and parent contact information. The school has a dedicated section in the parish bulletin for weekly announcements.

The principal communicates weekly with the greater community via the Thursday Thoughts newsletter, which is e-mailed to parents and constituents. Additionally, the PTPO, alumni relations, and parish all have Facebook pages for publication of information and announcements.

3. Professional Development

At St. Mark, ten professional development days are built into the school calendar. General topics for professional development are obtained from standardized testing results, the re-accreditation process, and individual teacher needs/requests.

St. Mark receives Title II professional development funds, which are distributed through Fairfax County. Other sources of funding are line items in the Parent Teacher Parish Organization (PTPO) and school budgets. In the spring, the principal submits professional development topics for utilizing Title II funds to Fairfax County, and in the fall, the principal submits a plan for the ten professional development days to the Arlington Diocese Office of Catholic Schools.

St. Mark is part of a cohort of area Catholic schools, and depending on the needs of the schools, St. Mark sometimes elects to collaborate in professional development within this group; other times, professional development takes place in-house. Regardless of where the professional development takes place, it is differentiated according to teacher position and individual needs.

Teachers are encouraged to grow professionally by attending local seminars, workshops, and college courses. These are paid for and/or partially reimbursed (in the case of college tuition) through one of the aforementioned funds.

St. Mark also utilizes peer education. New faculty are paired with experienced mentors to help them make a successful transition to St. Mark. In addition, grade level teachers meet frequently and teachers also meet in differentiated groupings (for example, all math teachers, or all middle school teachers), the frequency based on need.

Many professional development needs are technology based. Innovations such as new gradebook or website programs are taught in group settings. Teachers are surveyed to determine their needs and can receive one-on-one coaching by the instructional technology employee or by the computer teacher.

When a teacher has attended a workshop paid for by Title II funds, or if a teacher has a special area of expertise, that teacher presents information gained to colleagues who teach similar subjects or have similar needs.

4. School Leadership

Since St. Mark Catholic School is one ministry within St. Mark Parish, the pastor is the ultimate authority. He hires a principal who is charged with creating policy, hiring and supervising the school faculty, and dealing with larger student issues. The principal also serves as the spiritual leader of the school on a daily basis, while the pastor and parochial vicar maintain a spiritual and sacramental presence in the school community.

The school budget is created by a liaison from the parish finance council in consultation with the parish bookkeeper and the principal. The budget is approved by the finance council, the pastor, and the Diocese of Arlington. Approximately 90% of the school budget is spent on faculty who are selected by the principal for their potential and placed where they will have the greatest impact on all areas of student achievement.

A director of the Early Learning Center (ELC) is employed to supervise the preschool and kindergarten teachers, to assist in the selection of personnel for the ELC, to update and maintain handbooks for the preschool, and to deal with larger student issues in that area. The Early Learning Center director answers to the principal.

Other stakeholders include parishioners and the parish council, the Office of Catholic Schools for the Diocese of Arlington, the students and their parents, the Parent Teacher Parish Organization (PTPO), the Student Leadership Association (SLA), the school faculty, and the parish staff.

The Office of Catholic Schools creates the basic school handbook templates. Utilizing those templates, the principal reviews and updates the St. Mark handbooks each year. All handbook changes are made considering the best interests of the students. At the beginning of each school year, the student handbook is reviewed with students. All faculty, parents, and middle school students are required to sign an acknowledgment that they have read the handbook. The handbooks are available in soft copy on the school website.

The principal's leadership style is collaborative, and decisions are almost exclusively made with faculty input. Faculty, students, parents, and parishioners are given opportunities for leadership roles through clubs, assemblies, the PTPO, and the SLA. Because positive relationships are crucial in a school, the principal encourages teachers to develop relationships with each individual student. The principal meets bi-weekly with each faculty member, communicates weekly with stakeholders via Thursday Thoughts, and maintains an open door policy.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$6070
1	\$6070
2	\$6070
3	\$6070
4	\$6070
5	\$6070
6	\$6070
7	\$6070
8	\$6070
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$6891
(School budget divided by enrollment)
5. What is the average financial aid per student? \$166
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 7%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>McGraw Hill Education</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	73	80	69	80	70
Number of students tested	34	40	39	45	47
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: One Evangelist student did not test in 2010.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>McGraw Hill Education</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	70	64	78	77	68
Number of students tested	43	38	44	47	47
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: One Evangelist student did not test in 2010.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>McGraw Hill Education</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	80	84	85	80	77
Number of students tested	39	45	46	45	42
Percent of total students tested	98	100	100	98	98
Number of students alternatively assessed					
Percent of students alternatively assessed	2	0	0	2	2
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: One Evangelist student did not test in each of the following years: 2010, 2011, 2014.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>McGraw Hill Education</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	86	88	86	89	69
Number of students tested	48	49	41	42	45
Percent of total students tested	98	100	98	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	2	0	5	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: One Evangelist student did not test in 2014. Two Evangelist students did not test in 2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>McGraw Hill Education</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	95	90	93	83	73
Number of students tested	44	41	44	45	36
Percent of total students tested	96	93	96	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed	4	7	4	2	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: In 2014, one Evangelist student did not test. A second student was exempted by doctor's order due to concussion. In 2013, three Evangelist students did not test. In 2012, two Evangelist students did not test. In 2011, one Evangelist student did not test.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>McGraw Hill Education</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	72	77	66	77	73
Number of students tested	34	40	39	45	46
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: One Evangelist student did not test in 2010.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>McGraw Hill Education</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	76	72	81	78	65
Number of students tested	43	38	44	47	47
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: One Evangelist student did not test in 2010.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>McGraw Hill Education</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	77	81	80	73	70
Number of students tested	39	45	46	45	42
Percent of total students tested	98	100	100	98	98
Number of students alternatively assessed					
Percent of students alternatively assessed	2	0	0	2	2
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: One Evangelist student did not test in each of the following years: 2010, 2011, 2014.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>McGraw Hill Education</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	82	83	79	83	71
Number of students tested	48	49	41	42	45
Percent of total students tested	98	100	95	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	2	0	5	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: One Evangelist student did not test in 2014. Two Evangelist students did not test in 2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>McGraw Hill Education</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	86	79	84	81	74
Number of students tested	44	41	44	45	36
Percent of total students tested	96	93	96	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed	4	7	4	2	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: In 2014, one Evangelist student did not test. A second student was exempted by doctor's order due to concussion. In 2013, three Evangelist students did not test. In 2012, two Evangelist students did not test. In 2011, one Evangelist student did not test.