

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Non-Public School - 13PV145

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mr. Peter Mannix

Official School Name: St Veronica Catholic School

School Mailing Address: 3460B Centreville Road
Chantilly, VA 20151-3038

County: Fairfax State School Code Number*: N/A

Telephone: (703) 773-2023 E-mail: pmannix@stveronicaschool.org

Fax: (703) 991-9103 Web site/URL: www.stveronicaschool.org

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

(Principal's Signature) Date _____

Name of Superintendent*: Sister Bernadette McManigal Superintendent e-mail:
b.mcmanigal@arlingtondiocese.org

District Name: Arlington Diocese District Phone: (703) 841-2519

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Father Edward Hathaway

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

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

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 configuration includes one or more of 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 (AYP) or its equivalent 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, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

Questions 1 and 2 are for Public Schools only.

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SCHOOL (To be completed by all schools)

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

4. Number of years the principal has been in her/his position at this school: 6

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	19	17	36
1	17	27	44
2	19	27	46
3	13	24	37
4	17	18	35
5	13	18	31
6	11	27	38
7	13	14	27
8	6	15	21
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			315

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
16 % Asian
2 % Black or African American
5 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
67 % White
9 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	0
(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, 2011	326
(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. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of 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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 3%
 Total number of students served: 10

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>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>10</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>3</u>
Total number	<u>29</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	96%	95%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

The administration, faculty, and staff of St. Veronica Catholic School recognize the dignity of each person by seeing Christ in every child. The mission of the school is to ensure vibrant religious education and exemplary academics by empowering our students and faculty through faith and knowledge.

In the spirit of Christ, who is the perfect teacher, the administration, faculty, and staff of St. Veronica School recognize that each child is an intellectual, spiritual, and social being with an inherent desire to learn. The administration and faculty believe the growth of the whole child best occurs in an atmosphere permeated by respect, love, and the modeling of virtues.

At St. Veronica, the teachers strive to provide each child with a physically and emotionally safe place to learn through reflection and participation. The teachers strive to offer a structured and stimulating academic environment, incorporating varied instruction coupled with compassionate discipline. As facilitators, the school community works to develop a child's potential by fostering critical thinking, innovation, and the right use of personal freedom. The administration, teachers, and staff of St. Veronica understand learning is formative when parents are acknowledged as the primary educators and work in collaboration with the administration, teachers, and students.

St. Veronica Catholic School opened in September, 2004 with fifty-four students in grades Kindergarten through sixth. The school expanded with the addition of seventh grade in 2005 and eighth grade in 2007. The first eighth grade graduated in June, 2008. Over the past eight years, enrollment has grown from 54 to 315 students. The students St. Veronica Catholic School serves come from varying religious, cultural, and socio-economic backgrounds. The student population is predominately Catholic; however there is a growing population of students from other faiths. The ethnic background of our students has also grown over the years.

St. Veronica Catholic School families are predominately from the St. Veronica Parish community. In recent years, there has been an increase in families who reside outside of the St. Veronica Parish boundaries. St. Veronica Catholic School is situated in a commercially zoned area and as such, draws students from families that have one or both parents working in surrounding businesses.

St. Veronica Catholic School is a community of learners bound by the desire to provide the very best "whole child" education for students. The school's traditions reflect a commitment to fostering faith and academic development for students. Throughout the year teachers, staff, administration, students, and parents gather as a school community to share in liturgical events and academic endeavors. Some of the traditions are: opening day all school Mass, Christmas Sing-A-Long, Catholic School's Week activities, school wide spelling bee, Latin Certamen competitions, middle school science fair, spring rocket launch, field day competitions, Race 4 Education, Shakespeare festival, Talent Show, and the annual school Honor's Assembly.

St. Veronica Catholic School offers students a small class setting where they can receive individualized attention. This is a school community where students are known on a first name basis by all teachers and staff. St. Veronica teachers take advantage of the small class environment to bring innovative teaching methods to students and incorporate technology into all aspects of the curriculum. St. Veronica provides a caring community of learning that extends beyond the classroom. The teachers and students embrace the call to move beyond the classroom and volunteer within the larger community.

This school wide commitment to academic excellence resulted in St. Veronica students receiving first place in the Arlington Diocese Science Fair the first year they entered. In subsequent years, St. Veronica students continued to place and have won individual honors at the Diocesan Science Fair. St. Veronica

students who compete in the Latin Certamen club have won competitions against high school students. The school band obtained a superior rating in the 2012 Diocesan competition. St. Veronica students earned The President's Challenge Physical Activity and Fitness Awards Program Physical Fitness State Champion Award in 2010/2011 and 2011/2012. In addition, last year's eighth grade students obtained the highest scores in the Arlington Diocese on the High School Placement Test.

St. Veronica Catholic School students consistently achieve high scores on the annual Terra Nova standardized test. The scores for 2012 allow St. Veronica to apply as an exemplary high performing school. Standardized test scores are only one aspect of why St. Veronica Catholic School is worthy of this designation. The school community is worthy of this designation because all aspects of the community believe academic and personal excellence is the result of hard work and care for one another. The unofficial motto at St. Veronica Catholic School is "The Little School That Could" and the entire school community works to bring that motto to life.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Part A. The Arlington Diocese Office of Catholic Schools mandates all elementary schools within the Diocese administer the CTB McGraw-Hill Terra Nova assessment each spring. The 3rd edition of the Terra Nova was adopted as a testing instrument in 2010. The Terra Nova correlates with the Diocesan curriculum specifically in the areas of mathematics and reading.

The Arlington Diocese Office of Catholic Schools provides testing data to each elementary school in the fall following the spring testing. Those school specific testing results are segmented out into specific testing areas within each larger curriculum area. Schools are given forms showing the individual school mastery percentage for each area along with the Diocesan mastery percentage. The Diocesan mastery percentages generally range between 40-90 percent; however a specific segmented area within reading or mathematics may fall below 40% mastery on a Diocesan level in any given year. Over the past five years of testing, St. Veronica Catholic School consistently performed at or above the Diocesan average in reading and mathematics. St. Veronica School teachers believe that an acceptable level of performance for our students begins at the 75th percentile. St. Veronica teachers meet each year to discuss the Terra Nova scores and address any areas of need evident from the testing.

Part B. At St. Veronica the teachers decided to look at the Terra Nova test scores for the past five years in horizontal and vertical alignment. This decision gives teachers the chance to see trends occurring in an individual grade over the past five years and see trends occurring across the school from second through seventh grade over the past five years.

The mathematics performance for St. Veronica students shows students historically score a little below the 75th percentile in third grade. The mathematics scores begin to climb above the 75th percentile as student matriculate through the middle grades and continue to hold steady in the upper 70 to 80th percentile in seventh grade.

The reading performance for St. Veronica students shows the same trends that are evident in the mathematics scores. Students in third grade historically score in the 70th to low 80th percentile. The scores continue to rise into the low to mid 80th percentile as students matriculate through seventh grade.

There is a drop in both mathematics and reading scores for the majority of third through seventh grade classes from 2010 to 2011. The Arlington Diocese Office of Catholic Schools adopted the third edition of the Terra Nova standardized test in 2011. St. Veronica Catholic School teachers expected to see a drop in scores and this was evidenced by the drop in Diocesan averages in 2011. St. Veronica students experienced the same drop in scores. The 2012 mathematics and reading scores for all grades, third through seventh, remained steady or improved.

In 2009, St. Veronica teachers adopted Word Study into the reading and language arts curriculum. This was done to address deficiencies the teachers identified through examination of the Terra Nova scores from 2008. In 2010, scores for grades four, five, and seven show the same or insignificant changes to scores; however grades three and six show increases to their scores.

In 2011, St. Veronica teachers formed the Math Professional Learning Community. The Math PLC teachers took a look at the mathematics instruction across the grades and focused on developing a common language and methodology for instruction. The Terra Nova scores for grades three through seven reflect an even or steady increase. The most dramatic increase took place in the fifth grade scores. All of the teachers in grades three through seven utilize smaller group instruction in mathematics

and the fifth grade teachers made an effort to utilize more immediate assessments to pinpoint areas for growth in student achievement.

The overall assessment from the St. Veronica teachers is that there continue to be areas within both the mathematics and reading curriculum that need attention. The teachers continue to meet in the Math PLC to address concerns. Grade level specific concerns in reading are addressed through grade band meetings. The expectation from the teachers is that instructional improvements related to these curriculum areas will result in a stabilization of scores horizontally and vertically and that third grade and seventh grade students will obtain scores more in line with students from grades four through six.

2. Using Assessment Results:

Each spring St. Veronica teachers in grades 2-7 receive the Terra Nova results. At that point teachers are tasked with taking a look at how individual students performed on the Terra Nova. The assessment data starts with how individual students performed in testing categories and whether mastery or partial mastery was achieved in those specific skills.

After St. Veronica teachers take a look at the individual scores, they are tasked with taking a look at how the grade level performed. St. Veronica teachers meet with grade level partners and determine areas for improvement in instruction based on overall grade level performance. That information is written up in a formal assessment reflection tool, which is then passed on to the next grade level teaching team through a “hand-off” meeting where the current and future grade level teachers discuss student performance and highlight potential areas for improvement.

St. Veronica teachers meet at the end of each school year to discuss the overall school performance on the Terra Nova standardized test. At that meeting, teachers determine areas for growth that the teachers will focus on individually and school-wide. In addition, the Assistant Superintendent for Elementary Schools meets with the Principal each fall to discuss the overall school performance on the previous year’s Terra Nova. The information contained in this report looks at current class performance and then measures that performance against previous year’s testing data. This report gives St. Veronica teachers an accurate picture of how classes perform as they progress through the school and how individual grades perform historically. Teachers who remain in a grade over a number of years are given the chance to see how instruction impacts student testing.

Several years ago, the St. Veronica teachers determined that St. Veronica students were not performing in a consistent basis on the reading portion of the Terra Nova. At that time, the teachers determined it was necessary to bring in another curriculum tool to aide reading instruction. The tool the teachers decided to utilize was the Word Study program from the University of Virginia. Since the addition of the Word Study program the subset areas within the Terra Nova that caused concern are showing improvement. The Word Study program is now an integral part of the reading curriculum at St. Veronica and new St. Veronica teachers are afforded professional development so aid in instruction.

Last year, St. Veronica teachers took a look at the mathematics scores within the Terra Nova and found there were subset areas that needed improvement. The Math Professional Learning Community was developed to address common concerns in instruction and to improve the vertical aspect of implementing the Diocesan mathematics curriculum so gaps within student learning could be identified and addressed through instruction.

At St. Veronica the teachers realize they rely on the students and their parents to be part of the community of learning. Parents are informed each spring of their son or daughter’s Terra Nova standardized testing scores. At that time, teachers meet individually with parents to discuss any areas of specific concern identified through the testing. At that time, teachers and parents determine if interventions need to be taken over the summer months to address concerns. Those interventions are documented and passed on to

the next grade level teacher. If necessary, a Student Assistance Team; comprised of the grade level teacher and selected faculty members will meet to discuss responses to intervention that may be utilized with individual students or on a whole class level.

The school standardized testing results are communicated to the general parent community and specific areas of concern are brought to the St. Veronica Parent Teacher Organization Executive Board. The PTO Executive Board is responsible for providing funding to the school to augment curriculum areas identified by the faculty and administration. This collaboration allows the school to purchase curriculum aides, such as technology, that help teachers improve identified areas of instruction.

3. Sharing Lessons Learned:

The St. Veronica Catholic School teachers are dedicated to promoting professional development opportunities from within and reaching out to other Diocesan schools. When the Word Study program was adopted as part of the reading and language arts curriculum at St. Veronica many teachers attended professional development training offered through the University of Virginia and through the Diocese. Those teachers then brought that training back to the rest of the faculty. St. Veronica teachers also brought fellow Diocesan teachers into their classrooms to observe the implementation of Word Study.

The art teacher at St. Veronica serves on the Art Curriculum Committee within the Diocese. Last year, this Committee rewrote the Diocesan Art Curriculum. The St. Veronica art teacher was a moving force within that committee for expanding the art curriculum to include more than just project based art lessons. The Diocesan Art Curriculum is written to be cross-curricular. Each grade's curriculum focus is designed to coordinate with the religion, language arts, or social studies curriculum. The third grade curriculum, in particular, emphasizes the generation of ideas, problem, solving, and self-assessment. These are all elements that correlate to the higher level problem solving skills the faculty is promoting within the classroom. This change to the art curriculum took place over the course of two years and is an example of bringing successful strategies to other art teaches within the Diocese.

Each year the Arlington Diocese holds a Diocesan Institute. This year the institute focused on technology in the classroom. The St. Veronica computer teacher presented a workshop on Scratch Programming. Over twenty teachers from within the Diocese attended this workshop. The St. Veronica computer, mathematics, and science teachers implemented a Science Technology Engineering and Math, or STEM, addition to our curriculum last year. The computer and science teachers developed after school student programs to teach programming and the scientific method through hands-on programs. The Scratch Programming workshop was a natural outreach based on the success those teachers had introducing STEM programs to the school community. The goal is to get this technology into the hands of more Diocesan teachers and promote the introduction of STEM activities in more Diocesan schools.

4. Engaging Families and Communities:

St. Veronica Catholic School is a community of learners that includes teachers, administration, students, parents, and groups within our parish and local community. The Philosophy of Learning at St. Veronica's expounds that learning is truly formative when parents are acknowledged as the primary educators and work in collaboration with the principal, teachers, and students. In order to foster this collaborative effort, the teachers at St. Veronica offer opportunities for parents to become more engaged in their son or daughter's learning.

When St. Veronica teachers introduced Word Study into the reading and language arts curriculum there was an understanding among teachers that parents were a crucial element in whether or not this would be a successful integration. The first grade teachers, in particular, offered their school parents an evening workshop on the language arts curriculum. The elements of Word Study were introduced to parents at the

workshop, along with the elements of the reading and writing curriculum. The workshop was very well attended and parents gave positive feedback to the administration on the usefulness of the material presented.

In sixth grade St. Veronica students have the opportunity to participate in the science fair. This is a new curriculum element for the students and that brings a lot of parental questions and concerns. The object of including sixth grade students in the science fair is to give them the opportunity to learn new skills and practice those skills prior to competing in the Diocesan Science fair in seventh and eighth grade. School parents play a large role in their son or daughter's success in this event. The St. Veronica sixth grade science teacher offers a science fair workshop for parents so they are aware of the curriculum elements involved in the development of the project.

St. Veronica is a school that depends on parents and the parish community for funding. The money raised through tuition and other third party sources allows the school to purchase curriculum aides, such as ActivBoards, Discovery Education subscriptions, BrainPop subscriptions, and hands on science equipment. The St. Veronica Parent Teacher Organization and Parish groups, such as the Knights of Columbus, have partnered with the school since its inception to raise funds to provide these curriculum aides. The academic success of St. Veronica students is dependent on this collaborative effort.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

In 2012, the *National Benchmarks for Effective Catholic Elementary and Secondary Schools* was published. The document articulates areas of common practice within Catholic schools. Section Two, standard 7 states, “An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction. St. Veronica Catholic School embraces the above referenced standard by allowing faculty and students to move beyond the base core curriculum skills outlined in the Diocesan curriculum.

St. Veronica Catholic School is in compliance with the program's foreign language requirements.

Effective instruction in reading and language arts begins with the dedication of between 400-600 curriculum minutes each week. St. Veronica teachers utilize this time to implement the Diocesan curriculum through the use of lessons that foster phonemic awareness, phonics, fluency, vocabulary development, and comprehension. This is accomplished through the use of the school reading text, diagnostic assessments, formalized vocabulary instruction, Word Study lessons, and novel units.

The mathematics curriculum is designed to begin with the introduction of base level mathematics knowledge in grades K-2, to include number sense, recognizing patterns and shapes, applying basic addition and subtraction facts, and moving into problem solving skills. The middle grades of 3-5 take the essential skills taught in the primary grades and move further through the introduction of multiplication and division. Students in grades 6-8 begin the move from basic skills of addition, subtraction, multiplication and division into the application of these skills in formula driven problems. At this time students are afforded the opportunity to track into advanced mathematics instruction culminating with the study of Algebra in 8th grade.

The emphasis placed on the reading/language arts and mathematics curriculum across the grades positions St. Veronica students well to work within the social studies and science curriculum. The social studies curriculum is divided into geography, history, Catholic social teaching, and civics. A core element within the social studies curriculum is the integration of Catholic social teaching tenets.

The science curriculum is focused on the introduction and development of scientific investigation, reasoning, and logic. The curriculum explores the scientific areas of earth science, life science, environmental science, and physical science. Students are afforded opportunities to participate in hands on relevant science laboratory experiments. Faculty members augment the Diocesan curriculum by taking students on science related field trips and on-site science demonstrations, such as science fair and rocketry demonstrations.

At St. Veronica teachers realize students succeed to their best ability when the visual and performing arts are nurtured and supported. Students participate in weekly music and art classes. In addition, outside instructors come into school to offer students band instruction.

The theme of developing well rounded students follows through in the Diocesan physical education and health curriculum. Students participate in weekly physical education classes where they develop physically as well as spiritually through the use of lessons that teach sportsmanship, fair play, and the care for each other. St. Veronica students may also participate in the extra-curricular running club, Girls on the Run, and CYO sports teams. For the past two years St. Veronica Catholic School has been recognized as a Physical Fitness State Champion School.

All of the curriculum areas are enhanced through the use of technology. St. Veronica Catholic School is truly a 21st century school. Students in grades K-8 participate in weekly computer lessons that begin with rudimentary skills and move into complex applications to include robotic programming. This instruction is enhanced in the classrooms through the use of ActivBoards and PolyVision boards and the mobile computer laptop lab.

2. Reading/English:

The Arlington Diocese Office of Catholic School reading curriculum is written to foster fluency, expression, and comprehension in all students. In 2007, St. Veronica teachers determined there was a need to purchase a formal reading series that could be used from Kindergarten through fifth grade. Prior to 2007, various reading series were being used in those grades. St. Veronica teachers determined that the Harcourt series “Storytown” best met the Diocesan curriculum guidelines.

In 2009, St. Veronica teachers participated in the annual review of Terra Nova test results. At that time, it was determined that St. Veronica students were scoring lower across the board in areas related to phonics and word development. The decision was made to incorporate the University of Virginia Word Study program into grades K-8. Several St. Veronica teachers attended courses taught through UVA and separate professional development programs to aid in this transition.

In Kindergarten through second grade the primary focus of reading instruction is on letter and word recognition, phonemic awareness, phonics, and the development of reading comprehension. St. Veronica teachers in those grades spend substantial time in the beginning of the year obtaining baseline data on students through the use of PALS testing. This testing is used to inform and tailor instruction to the specific needs of each student. Students are afforded small group instruction in these grades to address common areas of concern or common need for enhanced instruction.

Students in grades 3-5 are moving from *learning to read* to *reading to think and comprehend text*. This is accomplished by building on the foundational instruction received in prior grades through continued use of Word Study, the introduction of formal vocabulary study, and introducing the use of novel study units. Reading in grades 3-5 involves an array of reader strategies, such as predicting meaning and using meta-cognitive skills. The introduction and use of the Sadlier “Vocabulary Workshop” series exposes students to grade-level appropriate and advanced vocabulary.

Students in grades 6-7 continue to utilize Word Study and the Vocabulary Workshop series. In addition, students move further into novel study through the use of literacy circles. Heterogeneous grouping allows students of varying reading levels to explore the same piece of writing, thereby sharing ideas and further their understanding.

3. Mathematics:

For the past four years, St. Veronica Catholic School teachers of mathematics utilized the curriculum mapping instrument developed by the Office of Catholic Schools in collaboration with selected Diocesan mathematics instructors. This document is contained on the Arlington Diocese Rubicon Atlas Curriculum mapping website and provides the basic framework for mathematics instruction for students in K-8. The curriculum map for elementary grades contains the following six domains: number sense, computation and estimation, statistics and probability, geometry, patterns, functions and algebra, and measurement.

The curriculum map is currently aligned horizontally and serves as a pacing guide for instructional planning. Currently, the St. Veronica K-8 teachers incorporate a 60-70 minute daily time block for mathematics instruction. They use the Sadlier, Glencoe and McGraw-Hill mathematics series in addition to a number of other resources including “Touch Math”, Greg Tang’s *Kakooma*, and lessons from “The Khan Academy” to augment instruction. Technology is a critical component in the math curriculum as

teachers provide a multitude of learning environments through the use of laptops, ActivBoards, and iPads. St. Veronica teachers strive to stay current in technological trends to improve instruction and student achievement.

The instruction of mathematics within the primary grades involves a mind-body connection to concepts. St. Veronica teachers utilize math manipulatives and everyday items from the student's world to bring the concepts such as number sense from an abstract notion to a concrete reality. The further development of these foundational concepts through the primary grades move to a more paper and pencil application; however faculty members are consistently spiraling earlier skills into their lessons.

St. Veronica teachers utilize a variety of instructional techniques. In the primary grades the emphasis is on small group instruction and involving all of a student's senses (kinesthetic math) in acquiring mathematical concepts. In the middle grades small group instruction continues, but is augmented with exercises intended to move from cursory to concrete acquisition of addition, subtraction, and multiplication facts. In the upper grades, St. Veronica teachers move students into application of mathematical facts and concepts through the development of problem solving strategies.

Two years ago St. Veronica mathematics teachers determined there was a need to aid instruction through the vertical alignment of the Diocesan mathematics curriculum. The St. Veronica Math Professional Learning Community was developed and meets on a regular basis to discuss common areas of concern related to instruction and determine instructional methods that will improve student achievement.

4. Additional Curriculum Area:

At St. Veronica Catholic School the mission of the school community is to ensure vibrant religious education and exemplary academics by empowering students and faculty through faith and knowledge. At St. Veronica Catholic School the study of the Catholic faith is an important and central curriculum area. The study of Religion is given as many curriculum minutes as mathematics and reading/language arts. The reason for this emphasis is that a deep understanding of the faith animates all of the other curriculum areas and becomes the basis for instruction.

The study of religion at St. Veronica Catholic School begins with a basic knowledge of who we are as a people of faith and what our place is within God's creation. From that base, St. Veronica students move further into study of the history of the Catholic faith and the development of oral and written tradition. St. Veronica students learn they are called to look at the world around them and question and investigate on a deeper level. Students understand that being a student is a vocation and accepting that vocation brings a responsibility to do their very best even when it is difficult.

St. Veronica students learn that the study of religion doesn't end when the class is over. All St. Veronica teachers are encouraged to bring elements of the Catholic faith into classroom study and discussion. It isn't unusual to find students in a social studies class discussing the concept of "Just War" as it relates to the United States involvement in military conflicts or read language arts essays that compare the struggles of great saints to the struggles seen in today's society.

Each year St. Veronica Catholic School students participate in the monthly study of a selected virtue. The virtues are determined by the Pastor of St. Veronica Catholic Church and correlate to the liturgical life of the Church. St. Veronica teachers and students develop outreach activities related to the yearly virtues. This affords the school community the opportunity to put in to practical practice the lessons learned in class.

5. Instructional Methods:

The Arlington Diocese Office of Catholic Schools provides a rigorous curriculum for all of the Diocesan elementary schools. St. Veronica Catholic School provides that curriculum for all students within the school and develops that curriculum based on the individual needs each teacher sees within the classroom. The academic success of St. Veronica students is directly related to the ability of each teacher to differentiate instruction.

St. Veronica teachers utilize assessment tools to determine the academic level of students within their classrooms. That assessment data, along with data obtained from the previous year's Terra Nova standardized test, form the base of differentiated classroom instruction. St. Veronica teachers utilize small group instruction to afford students instruction that is as close to one-on-one as possible. Students do not have the chance to "fall through the cracks" and individual challenges or areas of excellence are determined and instruction is supplemented as needed.

St. Veronica teachers bring in additional resources as needed to reach all of the learning styles within the classroom. The "encore teachers", art, music, physical education, and computer, play a large role in the differentiation of instruction through cross-curricular efforts. Students who do not respond to one area of instruction are identified and given opportunities to learn the same curriculum concept through another method. St. Veronica teachers are dedicated to helping every student learn and encourage students to show their knowledge through various modalities.

The technology curriculum at St. Veronica's plays a crucial role in every day instruction. Students are given the opportunity for scheduled technology instruction and classroom teachers utilize technology every day. The computer curriculum has been augmented with the introduction of STEM based lessons. Students across the grades are introduced to robotics, programming, and advanced applications, such as Excel spreadsheet design, PowerPoint design, and online blog development.

The majority of classrooms are equipped with interactive whiteboards. Those interactive whiteboards give teachers access to Promethean, Discovery Education, BrainPop, and other internet based instructional tools. St. Veronica teachers also utilize the mobile laptop computer cart. This gives teachers the opportunity for small group instruction using specific computer programs. All curriculum areas at St. Veronica utilize technology in the delivery of instruction.

6. Professional Development:

St. Veronica Catholic School strives to provide all teachers with professional development that is relevant and applicable to the needs encountered in the classroom. The professional development approach within St. Veronica Catholic School is driven by data that is received each spring from that year's standardized testing results. Each spring, St. Veronica teachers individually examine testing data to determine trends and areas for growth. The teachers then meet within grade bands to discuss common areas for growth. Those findings are then brought to the entire faculty during meetings at the end of the school year. St. Veronica teachers determine areas for professional development that will be addressed over the summer and into the next school year.

One of the areas for growth identified by the St. Veronica School teachers was within the math curriculum. In response to the determined need, teachers decided to form a Math Professional Learning Community to look at common areas of concern. Several St. Veronica teachers and the school principal attended professional development sessions offered through the Arlington Diocese focusing on developing Professional Learning Communities. The information gained through that summer professional development session was brought back to the general faculty and through those discussions the Math Professional Learning Community was formed.

St. Veronica teachers determined that the membership of the Math PLC should come from across the grades. Mathematics teachers from Kindergarten through eighth grade began meeting on a regular basis in

the winter of 2012. Through those meetings, it was determined that the largest area of concern within the math curriculum was how the curriculum stretched across the grades. The Math PLC determined that an in-depth analysis of the vertical alignment of the Diocesan mathematics curriculum was necessary so a common purpose could be developed that met the needs of St. Veronica students.

Members of the Math PLC took a look at the curriculum map that was developed by the Arlington Diocese and available through the Rubicon Atlas mapping system. Math PLC members are utilizing this online mapping tool to begin writing a framework for instruction that is specific to the identified areas of growth for St. Veronica students within mathematics.

7. School Leadership:

The leadership philosophy within St. Veronica School is not a traditional “top-down” form of leadership. The principal delegates leadership roles within the faculty and staff in order to make certain there is a common purpose to the development and implementation of curriculum from Kindergarten through eighth grade. It is the principal’s responsibility to make available the necessary resources to facilitate improved instruction and student success each year. This is accomplished through a collaborative effort between the principal and all grade level faculty members.

The St. Veronica faculty is divided into three grade band groups: kindergarten through second, third through fifth, and sixth through eighth. Those grade band groups meet on a regular monthly or bimonthly basis. The encore faculty, i.e., computer, art, music, library, physical education, are invited to sit in on all grade band meetings. The grade band meetings give St. Veronica teachers the opportunity to discuss immediate concerns and look at long-term curriculum concerns and solutions. A representative from each grade band communicates with the principal on a regular basis and the principal is invited to sit in on meetings as necessary. The principal brings common concerns from the grade band meetings to the general faculty at regular meetings.

Every five years each school within the Arlington Diocese goes through a self-study process entitled the Design for Excellence. The DFE is the process through which the school community determines areas of growth by developing a five year plan. Each year the faculty of St. Veronica meets to work on the goals selected for that specific year. The areas for development are faith community, leadership, curriculum, personnel, services, and governance and finance. Faculty members are assigned committee responsibilities each year. Each committee is responsible for the writing and implementation of their particular goal. This process enables greater faculty participation in the areas of policies, programs, and curriculum that affect all St. Veronica students.

St. Veronica teachers are also assigned to serve on school-wide initiatives, such as curriculum mapping. Teachers who serve as Local Mapping Team members are responsible for guiding their peers through the mapping process and initiating conversations regarding horizontal and vertical alignment of curriculum. The principal’s role is to facilitate these discussions and act on recommendations.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c) (3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$5580</u>	<u>\$5580</u>	<u>\$5580</u>	<u>\$5580</u>	<u>\$5580</u>	<u>\$5580</u>
6th	7th	8th	9th	10th	11th
<u>\$5580</u>	<u>\$5580</u>	<u>\$5580</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
12th	Other				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$6200

5. What is the average financial aid per student? \$250

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
25%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 9%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd/2008/2nd/2001 Publisher: CTB McGraw-Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	74	68	81	73	74
Number of students tested	34	40	51	48	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
St. Veronica utilized the 2nd edition of Terra Nova for 2007-2008, 2008-2009, and 2009-2010. St. Veronica utilized the 3rd edition of Terra Nova for 2010-2011 and 2011-2012.					

13PV145

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 3rd/2008/2nd/2001 Publisher: CTB McGraw-Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	73	70	81	77	81
Number of students tested	34	40	51	48	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
St. Veronica utilized the 2nd edition of Terra Nova for 2007-2008, 2008-2009, and 2009-2010. St. Veronica utilized the 3rd edition of Terra Nova for 2010-2011 and 2011-2012.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd/2008/2nd/2001 Publisher: CTB McGraw-Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	83	82	84	87	88
Number of students tested	33	47	46	34	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>St. Veronica utilized the 2nd edition of Terra Nova for 2007-2008, 2008-2009, and 2009-2010. St. Veronica utilized the 3rd edition of Terra Nova for 2010-2011 and 2011-2012. One fewer student was tested in mathematics in 2010-2011 than reading. One student was missing for the mathematics assessment due to a family vacation and they were still absent during the make-up assessment time.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 3rd/2008/2nd/2001 Publisher: CTB McGraw-Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	81	87	79	83	85
Number of students tested	33	48	46	34	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>St. Veronica utilized the 2nd edition of Terra Nova for 2007-2008, 2008-2009, and 2009-2010. St. Veronica utilized the 3rd edition of Terra Nova for 2010-2011 and 2011-2012. One more student was tested in reading than in mathematics in 2010-2011. One student was absent during the mathematics portion of the testing. The student was still absent during the make up testing period.</p>					

13PV145

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd/2008/2nd/2001 Publisher: CTB McGraw-Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	91	78	82	83	74
Number of students tested	42	42	35	31	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
St. Veronica utilized the 2nd edition of Terra Nova for 2007-2008, 2008-2009, and 2009-2010. St. Veronica utilized the 3rd edition of Terra Nova for 2010-2011 and 2011-2012.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 3rd/2008/2nd/2001 Publisher: CTB McGraw-Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	87	73	80	85	82
Number of students tested	42	42	35	31	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
St. Veronica utilized the 2nd edition of Terra Nova for 2007-2008, 2008-2009, and 2009-2010. St. Veronica utilized the 3rd edition of Terra Nova for 2010-2011 and 2011-2012.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd/2008/2nd/2001 Publisher: CTB McGraw-Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	83	77	87	84	81
Number of students tested	32	33	32	27	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>St. Veronica utilized the 2nd edition of Terra Nova for 2007-2008, 2008-2009, and 2009-2010. St. Veronica utilized the 3rd edition of Terra Nova for 2010-2011 and 2011-2012. In 2010-2011 one fewer student was tested in mathematics than in reading. One student was missing for the mathematics portion due to a family vacation. The missing student was still out during the make up testing time period.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 3rd/2008/2nd/2001 Publisher: CTB McGraw-Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	77	77	86	80	80
Number of students tested	32	34	32	27	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>St. Veronica utilized the 2nd edition of Terra Nova for 2007-2008, 2008-2009, and 2009-2010. St. Veronica utilized the 3rd edition of Terra Nova for 2010-2011 and 2011-2012. One more student was tested in reading than in mathematics for 2010-2011. One student was absent due to a family vacation during the mathematics testing. The student was still absent during the make up testing period.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd/2008/2nd/2001 Publisher: CTB McGraw-Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	82	82	73	75	81
Number of students tested	22	28	27	22	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
St. Veronica utilized the 2nd edition of Terra Nova for 2007-2008, 2008-2009, and 2009-2010. St. Veronica utilized the 3rd edition of Terra Nova for 2010-2011 and 2011-2012.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 3rd/2008/2nd/2001 Publisher: CTB McGraw-Hill Scores reported as: NCEs

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	82	80	84	86	85
Number of students tested	22	28	27	22	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
St. Veronica utilized the 2nd edition of Terra Nova for 2007-2008, 2008-2009, and 2009-2010. St. Veronica utilized the 3rd edition of Terra Nova for 2010-2011 and 2011-2012.					

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