

PART I – ELIGIBILITY CERTIFICATION

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 and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

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
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	13	22	35
K	13	16	29
1	10	11	21
2	13	12	25
3	14	10	24
4	12	10	22
5	12	9	21
6	17	13	30
7	15	18	33
8	12	9	21
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	131	130	261

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 5 % Asian
 - 13 % Black or African American
 - 9 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 55 % White
 - 16 % 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.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 6%

If the mobility rate is above 15%, please explain.

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, 2017 until the end of the 2017-2018 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2017	285
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 4 %
 Total number students who qualify: 10

8. Students receiving special education services: 6 %
16 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 23

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

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school 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 20:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	96%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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. In a couple of sentences, provide the school's mission or vision statement.

We serve the community by providing a Christ-centered education emphasizing standards of conduct and integrity, while encouraging the child's intellectual, emotional, social, and physical development.

PART III – SUMMARY

St. Francis of Assisi Elementary and Middle School in Triangle, Virginia, began in 1954, as a service to the military located at Quantico Marine Corps Base. It was expanded in 1957 and 1999. Due to our proximity to Quantico Marine Corps Base, our population contains a number of transient military students and various ethnicities. This allows us to model our Franciscan values of acceptance and appreciation of ethnic diversity. Parents from various ethnicities visit classrooms to share their traditions and culture, such as Chinese New Year and Puerto Rican heritage. One of these talks inspired students to raise funds for victims of Hurricane Maria.

Intellectual growth is fostered by stressing achievement in educational basics and recognizing individual differences. Lessons are teacher-created to accommodate different learning styles such as visual, kinesthetic, auditory, and tactile. Teachers inspire an eagerness to learn and a love of knowledge that goes beyond the acquisition of facts and skills, to critical and evaluative truth-seeking. Children are encouraged to view the history of human culture as dynamic and to seek their own creative place in it.

Diverse learning is addressed through small reading and math groups during the elementary years and a specialized math curriculum geared toward personal success in the middle school years. The curriculum is enriched with a computer and library program, music, Spanish, and art classes. Cross-curricular instruction takes place not only during the core subjects, but also on a daily basis in the classroom.

Our location provides us with the opportunities and experiences of the Nation's capital, enabling us to take field trips to enhance curriculum. Visits to places such as the Smithsonian, Supreme Court, White House, and U.S. Capitol benefit students and provide an example to our Student Council members.

After school activities enhance learning and provide the diverse learner with a multitude of opportunities. The Robotics program for middle school has qualified for the state level competition and inspires our future engineers, while our Makerspace program encourages younger students to pursue a future in STEM. We offer our Fine Arts students drama, band, and choir programs. These students have performed outstandingly in county and regional competitions.

Social, emotional, and physical development contribute to the development of the whole person by promoting self-confidence, self-discipline, democratic leadership, civic responsibility, good health habits, and an awareness of the importance of physical fitness.

Socially, students develop through the multitude of after-school activities including dances, sports teams for grades 3-8, and a wide variety of clubs. Topics in our health program address different character-building activities to foster relationships between students.

Mentoring between student groups takes place through all grade levels. For example, students in the eighth grade complete activities with the second grade, and second grade works with kindergarten. Parents become socially involved through the activities of our PTO and various volunteer opportunities in the classroom and school, such as Christmas Santa Shop, Silent Auction, and Chili Cook-off.

Key strategies used to encourage and challenge all students to develop physically are outdoor recess time and an extensive physical education and health program. Students participate each year in a walk-a-thon for charity and the Presidential Physical Fitness Award. Our Director of Health Services, a registered nurse, ensures student health and safety by facilitating faculty and staff training of CPR, First Aid, Stop the Bleed, and Automated External Defibrillator usage. With the seriousness of allergens, she has ensured that faculty and staff are aware of susceptible children and can recognize and treat allergic episodes.

Students compete in various academic and social contests throughout the area and state. They have qualified for state-level competition for the annual Geography Bee and have been awarded top places in the county Science Fair. Our authors have excelled in numerous contests, achieving first place in the Veteran of Foreign Wars Patriot's Pen and the Knights of Columbus Rights and Responsibilities of Citizenship

contests. Our budding artists have won the state poster contest for Drug/Substance Abuse and designed the annual Christmas card for Maryknoll.

Students are regularly encouraged to connect with others in the global and local communities through various outreach programs. These include raising money for our sister school in Peru; donating food for the local food bank; visiting local retirement homes; donating items for the local juvenile detention center; and coordinating shoes, coats, and supply drives for the less fortunate in our area. Our students work closely with St. Francis House, an outreach ministry of St. Francis of Assisi Parish, whose main objective is to serve the many needs of the low-income, disadvantaged families in Eastern Prince William County.

Our school is filled with annual traditions such as Francis Day in the Park, the Pilgrim/Native American prayer service provided by the first and second grade, a Christmas Concert, Catholic Schools Week, May crowning, passing the candle of leadership at the end of the year, and a weekly Mass with the school choir that has over 75 students.

Our success is acknowledged by high school teachers and former students. Many return regularly to express their appreciation and share their future success, especially during our alumni reception after high school graduation.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Language acquisition begins in the primary grades as students learn to construct meaning from print. Teachers use the learning standards and curriculum guidelines as the framework for instruction. Curriculum monitoring sheets are used by teachers to ensure needed skills are learned and applied to instruction. Phonics is part of the reading program in kindergarten through fifth grades. Phonics allows students an avenue to decode words and increase vocabulary. Students then apply new vocabulary to their writing. Teachers in kindergarten through eighth grades use graphic organizers such as Venn diagrams and timelines to aid in comprehension across the curriculum. Text-to-Self is a strategy used to aid students in making connections with the readings. Grades K-5 use a Sadlier Oxford reading series as the core reading program. This program is supplemented with other reading resources such as Readers' Theater, Scholastic News, Time for Kids, and leveled readers. In the elementary grades, small guided reading groups are formed to meet the students where they are in their language acquisition. Students become fluent readers by learning strategies such as self-correction and rereading. Middle school students participate in the middle school literature program. Middle school students participate in project-based learning. For example, after reading *The Diary of Anne Frank*, students complete a project to demonstrate comprehension. Grammar instruction begins in first grade and continues through eighth grade. Students learn the parts of speech and apply their knowledge to daily written activities. In grades one through five, weekly quizzes are used to assess reading comprehension and vocabulary. Scantron testing is administered three times a year to meet students where they are in their learning and to measure growth. The Scantron program suggests tools and resources that teachers can use to help students meet their learning goals.

1b. Mathematics:

We believe each student is a unique individual and our curriculum should enrich the spirit as well as the mind. Children learn best when many opportunities are provided to meet their learning needs. The success of every learner is the goal of each teacher. Primary, intermediate, and middle school teachers collaborate to ensure the skills necessary for success in the upcoming grades are being met. Diocesan curriculum guidelines are used as the framework for our curriculum. Beginning in Pre-K, our students use a variety of avenues to develop a strong number sense. Students are given the opportunity to explore math by the use of manipulatives. They become involved in problem-solving by working with concrete objects such as pattern blocks, puzzles, games, student-created charts, tools of measurement, calculators, iPads, and computers. Students are given the opportunity to apply a variety of strategies to solve real-life problems using multiple steps. Trial and error, diagrams, patterns, guess and test, working backwards, and writing an equation are strategies used throughout our school. Lesson plans are broken down into structured practice, guided practice, and independent practice. Teachers incorporate charts, graphs, diagrams, and drawings to enhance their lessons. The ultimate goal is for students to think critically and work independently. Small math groups are in place to assist students needing extra practice to achieve this goal. Throughout the school year, our students are assessed using Scantron testing. Assessment data from the Scantron testing is analyzed by teachers in grades three through eight to meet student needs in learning and to track their growth throughout the year. Areas needing extra practice are given special attention and alternative practice is implemented. Kindergarten is assessed at the beginning of the year using the ESGI-K, Education Software for Guiding Instruction program. This allows our kindergarten teacher to meet the children where they are in their learning.

1c. Science:

The science curriculum in grades kindergarten through eight explores earth, life, and physical sciences. Skills mastered in previous years are built upon as the student progresses through each grade level. Diocesan curriculum monitoring sheets are used by teachers to ensure diocesan standards are met through student learning. Students are given the opportunity to investigate and explore through hands-on activities and

experiments. STEM activities are incorporated into science classes. For example, fifth grade designed and created a water filtration system to see if they could purify dirty water. Students collect data and record and report their findings using charts and graphs. Students in third grade participate in a weekly science enrichment class to supplement the diocesan curriculum and allow them an opportunity to participate in hands-on learning. Students in the middle school science program participate in the county science fair and are assessed on their presentations to faculty and experts in the school community. In addition to traditional tests and quizzes, students in the sixth grade are given the opportunity to pick a project to demonstrate their knowledge of a unit on weather. For example, they can make a weather game, create a hurricane-proof house, or write and record a three day weather forecast.

1d. Social studies/history/civic learning and engagement

The social studies curriculum in grades kindergarten through eight follows the Virginia Standards of Learning closely. Students learn Virginia history, U.S. history, U.S. government, and world geography. In addition to these standards, students learn the Catholic Social Teachings to ensure students become active participants in civic responsibilities and engagements. The diocesan curriculum monitoring sheets are used to ensure these standards are being met. Our school's social studies curriculum utilizes project-based learning and assessment to determine student understanding of learning goals. For example, students in fourth grade research an important figure in Virginia history and create a living wax museum to share their knowledge. Students in the sixth grade express their knowledge of the beginnings of monotheism by creating an advertisement for a traditional Jewish holiday explaining the meaning and traditions of the holiday. Another project-based learning opportunity for sixth grade students is creating a double timeline which requires students to relate historical events to their own personal timeline, making connections between the history standards learned and their lives. Eighth grade students use the skills learned in literature and language arts to demonstrate their understanding of the thirteen original colonies by creating a persuasive brochure. Traditional written tests and quizzes are also used to assess student learning.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

The preschool curriculum supports educational development in areas of language, math, science, and social studies. Through free play and the use of various learning centers and manipulatives, the children use their imaginations and develop social, cognitive, emotional, physical, intellectual, and attention skills. This, along with direct instruction in the core subjects, lays the foundation for lifelong successful learning. Our four-year-old students are assessed using the Kindergarten Readiness Test in the spring. Historically, it has been noted that the children who have attended our program score higher on the assessment and are better prepared for academic success in the primary grades.

2. Other Curriculum Areas:

We believe our curriculum should enrich the spirit, as well as the mind. Our encore classes provide students with the opportunity to explore art, music, library science, technology, foreign language, health, and physical education in the context of their Catholic faith. These classes enhance the basic curriculum and expand the students' appreciation of the world's cultures.

The weekly art program focuses on cross-curricular topics. For example, in kindergarten, fine motor skills are emphasized with a project tied to "The Grouchy Ladybug." First grade weaves apple baskets and makes apple prints. Second graders learn parts of the Rosary by creating a shrink-plastic wall version. Third grade creates "La Boca" collages during Hispanic Heritage month. Fourth grade loves exploring George Rodrigue and "Blue Dog." Fifth grade explores dimensional symmetry and origami in the spring. Sixth through eighth graders explore art history and individual artists by creating art pieces to accompany research, which students then present to classmates.

The weekly music program works to create and enhance a love for music. Students explore the relationships between music and all core subjects and learn to communicate through vocal and instrumental performances at our Christmas and Talent Show programs. Students learn to compose, improvise, and respond to music using movement, rhythm, and instruments. Listening skills provide opportunities to analyze and critique music, incorporating instrument, vocabulary, form, and other musical knowledge.

Our school's library experiences are the building blocks that prepare a student to learn that reading provides both enjoyment and information. These experiences introduce young readers to the concept that the library is a good place to discover books, as well as digital, non-print materials. Library classes teach students information literacy and research skills which they need to successfully utilize the library and succeed in all subjects. Students in kindergarten through sixth grades attend weekly library classes. Students in seventh and eighth grades attend weekly study skills classes. Class times range from thirty minutes to forty-five minutes, depending on the grade level.

All students are provided the basic knowledge of technological skills to develop their comprehension of the various applications utilized during computer classes. In addition to keyboarding skills and access to educational websites, the Microsoft Office Suite programs are used routinely, and students are given assignments online in Google Classroom. Computer programming code challenges are presented to each class by grade level using online resources such as Code.org. Computer class times vary from thirty to sixty minutes. Students' abilities and achievements are enhanced when technology is applied to core curriculum subject assignments integrated in the computer lab by teachers.

Spanish is taught in grades kindergarten through eight. The amount of minutes taught and frequency is determined by grade level. The objective for students exiting eighth grade, who have attended St. Francis since kindergarten, is a level of Novice-Mid to Novice-High proficiency (according to the American Council of Teachers of Foreign Languages proficiency guidelines 2012). Students not only learn grammar and vocabulary, but they also learn how to apply the vocabulary in conversation. Our program also helps students develop cultural sensitivity by having them learn about the geography and culture of Spanish-speaking countries around the world.

Our health program promotes the all-around health and well-being of our students through various spiritual, emotional, mental, and physical health topics. All kindergarten to eighth grade students attend health classes for thirty to sixty minutes each week. Topics, including character education, emotions and stress management, personal safety, home safety, proper nutrition and self-care, drug and alcohol abuse, first aid, and emergency preparedness, enhance our science and physical education programs.

Physical education classes incorporate a wide variety of units targeting movement, motor skills, physical fitness, and lifelong sport activities. All kindergarten to eighth grade students attend weekly PE classes and learn basic skills needed to play team sports such as soccer, basketball, volleyball, football, softball, and hockey. Students also learn folk dances such as square dancing, tinikling, and international dances; and motor skill development through jumping rope, hula hooping, and other manipulative activities. Students become proficient in basic physical fitness as a result of structured warm-up exercises, and participate in the Presidential Youth Fitness Program. Bowling, racquetball, basic tumbling, and Frisbee units promote and encourage lifelong physical activity.

3. Special Populations:

Our population is diverse and transient due to our proximity to Washington D.C. and the Quantico Marine Corps Base. This allows us to appreciate and learn from a variety of cultures and backgrounds. As a Catholic school, we view educating each child as our vocation. Through our Franciscan spirit, we value each child as a unique gift with an abundance of talents and potential. It is our obligation to meet the needs of all students and ensure they reach their full potential.

The middle school offers remedial level to high school level classes to tailor the curriculum to specific student needs. Within the first six weeks of school, the middle school team holds several conferences with struggling students and their parents to ensure the school and home work together. Having a strong sense of

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the students' needs allows teachers to tailor instruction to their students.

Teachers assess the students in a variety of ways. Third to seventh grade students are tested three times within the school year on language arts, reading, and math. At the beginning of the year, teachers utilize Scantron test results to create a baseline of student performance. At mid-year, Scantron test results provide feedback on student growth and areas that still need to be addressed. The end-of-year test scores indicate student improvement in these areas. Additionally, teachers give first to fifth grade students weekly assessments in reading, math, grammar, and spelling.

In addition to traditional test taking, portfolios and differentiated projects are given and evaluated in grades four through eight. Specialty projects in third grade are an example of such projects. Students are allowed to pursue an individual area of interest, research it, and present their newly-acquired knowledge to their peers with the creation of a visual aid. As a culmination of the weather unit in sixth grade science, students are allowed to choose a project based on multiple intelligences and what supports their learning style.

Having a transient population means students arrive at St. Francis with gaps in their education that do not match our curriculum. Through the support of classroom aides, the students receive extra opportunities to reinforce ideas taught in the classroom. Kindergarten to fifth grade classrooms each have a full-time aide to assist the class. During the after school care program, students work on homework assignments with a teacher available to assist them. With students that continue to struggle, a Student Assistance Plan may be drafted. This is a plan for learning between the school and home that is created at a meeting among the principal, the teachers, and the parents.

St. Francis also relies upon the home-school connection to foster learning success. Parents and grandparents routinely read with kindergarten and first grade students. In cases where there has been a language barrier between home and school, we have three staff members who are fluent in either Spanish or Tagalog. St. Francis also partners with local public schools in cases where a formal Individualized Education Plan is needed. Title I services are available to students who qualify.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

We engage and motivate students and provide a positive environment that supports their academic, social, and emotional growth in a variety of ways. Teachers recognize that a good education is founded on a love of learning. Individual and group projects allow students to explore topics in depth, and cross-curricular activities encourage students to see how various subjects are interconnected. For example, the literature and computer teachers collaborate when the seventh grade reads a play based on *The Diary of Anne Frank*. After reading the play, the students research a Holocaust survivor and write a paper in the computer lab.

We recognize and affirm the value of each child, respect all learning styles, and provide opportunities for all learners to be successful across the curriculum. Academic growth is nurtured through educational basics, recognizing individual differences, and enriching the curriculum with opportunities to explore art, music, technology, a foreign language, health, physical education, and drama. A variety of STEM, STEAM, and STREAM projects encourage students to challenge their minds to view things in new and different ways.

Teachers encourage students to think critically and solve problems creatively by consistently asking questions at the higher level of Bloom’s Taxonomy. They go beyond the knowledge and comprehension of the material and encourage students to apply, synthesize, and evaluate their learning into relevant and meaningful solutions to contemporary social and academic issues and challenges.

Lessons, programs, and materials are used to reinforce the students’ social conscience and growth. Through discussion and debate, students are challenged to understand and articulate how current social issues impact their lives and to view themselves as members of a world community. Social activities such as class parties, PTO social events, and school celebrations allow students to hone their social skills in a safe and loving environment.

Students take an active role in creating a positive environment that fosters the emotional growth of all students. Middle school students have created anti-bullying posters that are displayed throughout the school. Older students often partner with younger ones for activities and special events. These help create a spirit of community and acceptance across all grades.

By recognizing and supporting the gifts and talents of each faculty member, the principal provides support and trust while inspiring a “can do” attitude. This affords teachers the opportunity to explore creative ideas to bring to the classroom, attend workshops and seminars, and share their ideas with the rest of the faculty.

2. Engaging Families and Community:

Parents and families are an integral part of the education of our students and are involved in numerous activities throughout our academic year. Families participate in our Friday Liturgy, Francis Day in the Park, Candy Bingo Pot Luck, Chili Cook Off, Goods/Services Auction, Robotics, Science Fair, Christmas Program, and Showcase of Talent. Parents and grandparents plan and facilitate parties, chaperone trips, participate in reading programs, and visit with classes to share personal, subject-related experiences.

The community plays a vital role in the success of our school. The geographic area surrounding St. Francis provides a wealth of learning activities that enhance our curriculum. Students participate in ceramic workshops by a local potter; have visits from several children’s authors; and participate in trips to the Belvedere Plantation, Prince William County Landfill, Museum of Natural History, Marine Corps Museum, White House, Washington Zoo, Kennedy Center, Basilica of the National Shrine of the Immaculate Conception, and the Franciscan Monastery. Prince William and Fairfax County police serve as members on our school board, and our principal attends Title II A, III, and IV meetings with Prince William County representatives.

Interaction with the community reinforces our Catholic social values. Students are afforded numerous opportunities not only to give back to their community, but to enhance their self-esteem, improve problem-solving skills, and nurture compassion and empathy for others. Students rake lawns of senior parishioners, collect baby items for Mary's Crisis Pregnancy Center, assemble stockings for the Salvation Army's Angel Tree Program, collect warm-weather gear for the Prince William Homeless Shelter, make blankets for the ACTS Program, assemble hygiene kits for the Homeless Coalition, and raise money (over \$24,000) for our Sister Parish in Lima, Peru. The school community also provides food and school supplies to Francis House, an outreach shelter in nearby Williamstown.

Our faculty and staff strive to keep parents informed of students' academic progress. Our principal is always ready to address any questions parents and/or teachers may have about students' progress. Parents meet with teachers to discuss and analyze various situations for growth and improvement. Interim and trimester report cards give parents a summary of grades to keep them apprised of their child's progress. The homework blog is used as a tool to keep parents informed of assignments and due dates. Various student achievements throughout the year are publicized at our weekly Friday Liturgy, in our church bulletin and electronic newsletter, at awards ceremonies, and in our end-of-the-day announcements.

3. Professional Development:

At St. Francis, our faculty stays current on educational topics such as differentiated instruction and diverse teaching strategies. Our school maintains a current library of publications from the Association for Supervision and Curriculum Development through use of Title II A funds. Teachers select a topic to study and provide presentations during faculty meetings and professional development days. Topics include differentiation strategies, inspiring the best in students, executive functioning, utilizing design projects, disciplining with dignity, developing STREAM lessons, partnering with parents, educating oppositional and defiant children, developing highly effective teaching skills, and overcoming textbook fatigue. The goal of book studies is to promote dialogue that is centered on increasing student achievement. Professional development small study groups have discussed inclusion and giving students effective feedback. Sharing information on student learning creates a connection between grade levels.

Technology in the classroom is promoted by the administration. All teachers have received training on how to best utilize G Suite for education. To incorporate technological tools in student learning, teachers received training on how to utilize Google Classroom to ensure student success in G Suite. PowerSchool is utilized by faculty for grading, which allows them to analyze student performance.

Teachers grow in faith by attending retreats, workshops, and seminars. Religion teachers are certified in catechetical instruction. Certifications are maintained through yearly updates and course work. The faculty and staff are provided with training in: CPR, AED, first aid, allergies, blood-borne pathogens, and child abuse and safety standards.

Professional development opportunities are offered throughout the Diocese of Arlington. The National Catholic Educational Association (NCEA) offers classes and free webinars throughout the school year. The diocese also provides information via emails on webinars and workshops that are offered by other school districts in the metropolitan area. These workshops present topics such as STEM fairs, dyslexia conferences, making the most of information from summative assessments, and courses such as the one recently provided by the University of London on the best practices in teaching reading and writing to students who struggle. Several teachers attend yearly conferences that enhance their area of study to improve student success. Informal professional development occurs throughout the school year as faculty and staff share knowledge and best practices.

Providing positive professional development opportunities to teachers not only rejuvenates classrooms, but also builds teacher enthusiasm and improves curriculum, instruction, and student support.

4. School Leadership:

The principal of St. Francis School has served as an officer in the Arlington Principals' Association for ten years and has been appointed to the Education Committee of the Virginia Catholic Conference by the Bishop for eleven years. She brings her wealth of experience and knowledge and provides guidance to faculty, students, and parents in a number of ways. She operates with an "open-door policy," addressing questions and holding conversations about teacher progress, concerns, challenges, and future opportunities. She facilitates monthly faculty meetings to discuss topics of interest involving faculty, students, and parents. Situations are discussed and analyzed for growth and necessary improvements. She creates a warm and welcoming environment that empowers everyone to lead by example.

Academically, she updates curriculum, textbooks, and technology by inviting teachers to view and test textbooks for possible classroom use. She attends meetings requested by faculty members or parents with the objective of improving a student's academic performance or behavior. She is in constant communication with teachers and parents to ensure that students are receiving the assistance they need to succeed.

Our principal provides numerous developmental opportunities, enabling our faculty to grow personally, professionally, and spiritually. She encourages the faculty to attend workshops of interest within the Diocese of Arlington, as well as those offered outside the Diocese. These professional development opportunities enhance the curriculum, as well as enhance student achievement in all subject areas.

Our principal encourages students to assume leadership roles such as planning and presenting liturgies. Students also play an active role in school safety, Scout Day, and Honor Guard during special flag ceremonies to honor our military. Students assume the role of ambassadors during Catholic School Week's Open House and New Student Orientation to welcome new families to the school community.

Parents are included in the dialogue regarding all aspects of student education at St. Francis School. Our philosophy is that the parents are the primary educators of the children and the faculty works with them to successfully promote the academic, social, and spiritual growth of the student. Parents are informed about school and parish-related activities through a weekly newsletter to encourage community participation.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

While we value and celebrate the dignity, diversity, and uniqueness of each student, the practice at St. Francis that most contributes to our success is encouraging students to see themselves as important members of a community. As part of our school community, students take leadership roles serving on the Student Council, acting as school ambassadors, peer tutoring, and organizing fund-raisers for outreach endeavors. Annual partnering of older and younger grades allows students to develop bonds and create friendships, such as the eighth and second graders enjoying hot chocolate while listening to a reading of *The Polar Express*.

Students are an important part of the parish community, participating in weekly and special Masses. Third through eighth grade classes take turns as greeters, lectors, sharing the Word of God, altar serving, presenting the intentions of our school and parish community, bringing up the gifts of bread and wine, and participating in the choir. Older students collaborate with the teachers in writing the intentions, and in doing so, are able to articulate the needs of the community.

Students are active participants in numerous local outreach endeavors. Francis House, a nearby townhouse staffed and sponsored by the parish, is a community-based service ministry established to offer hope to residents of Prince William County. There are many opportunities for the school to contribute to Francis House, and our students recognize that canned food and school supplies given in support of this go directly to families who otherwise would not have these items. Each year, our Care for Creation Club rakes leaves for senior parish members and collects items for and assembles over one-hundred hygiene kits for the Virginia Homeless Coalition. In addition, they collect warm-weather gear for our local hypothermia center.

Moving beyond our local community, students understand that they are also part of a global community. Eighth graders collect baby items for Mary's Shelter, a home for crisis pregnancy residents in Virginia. Students organize fundraisers to assist our Sister Parish in Peru. Our school community has raised over \$24,000 for this cause. Our donations provide meals for students, computers, facilities' improvement, dental assistance, and academic scholarships. Our students raised funds for the victims of Hurricane Maria and collected clothing and household items for the residents of Puerto Rico.

A school's success is measured by the quality of the students it produces. We are very proud of the young men and women who have made countless contributions to the local, regional, and world-wide community.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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 is the educational cost per student? \$8204
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2043

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 22%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Performance Series

Grade: 3

Edition/Publication Year: 2017

Publisher: Scantron

Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	68
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: Performance Series
Publisher: Scantron

Grade: 4
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	78
Number of students tested	20
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: Performance Series
Publisher: Scantron

Grade: 5
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	78
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: Performance Series
Publisher: Scantron

Grade: 6
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	83
Number of students tested	32
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: Performance Series
Publisher: Scantron

Grade: 7
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	86
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: Performance Series
Publisher: Scantron

Grade: 3
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	77
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: Performance Series
Publisher: Scantron

Grade: 4
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	69
Number of students tested	20
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: Performance Series
Publisher: Scantron

Grade: 5
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	76
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: Performance Series
Publisher: Scantron

Grade: 6
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	81
Number of students tested	32
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: Performance Series
Publisher: Scantron

Grade: 7
Scores are reported here as: Percentiles

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	74
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: