

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

Official School Name Our Lady of Victory
(As it should appear in the official records)

School Mailing Address 4755 Whitehaven Parkway, N.W.
(If address is P.O. Box, also include street address)

Washington, D. C. 20007-1558
City State Zip Code+4 (9 digits total)

County _____ State School Code Number* _____

Telephone (202) 337-1421 Fax (202) 338-4759

Website/URL www.olvschooldc.org E-mail principal@olvschooldc.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Patricia Weitzel-O'Neill
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson: Father Milton Jordan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the *No Child Left Behind – Blue Ribbon Schools Award* in the past five years.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 3 Number of years the principal has been in her/his position at this school.
N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	11	18	29	7	05	14	19
K	10	06	16	8	08	10	18
1	06	11	17	9			
2	07	10	17	10			
3	05	09	14	11			
4	07	12	19	12			
5	07	10	17	Other			
6	06	10	16				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							182

6. Racial/ethnic composition of the students in the school:
- 66% White
 - 18% Black or African American
 - 9% Hispanic or Latino
 - 7% Asian/Pacific Islander
 - 0% American Indian/Alaskan Native
- 100% Total**

7. Student turnover, or mobility rate, during the past year: 2 %

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	3
(4)	Total number of students in the school as of October 1	182
(5)	Total transferred students in row (3) divided by total students in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 7 %*
12 Total Number Limited English Proficient

Number of languages represented: 4
Specify languages: Spanish, Italian, Amharic, Tagalog

*This figure, as well as the number of languages, is anticipated to increase following ELL testing results this year.

9. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 28

10. Students receiving special education services: $\frac{8}{14}$ % Total Number of Students Served*

Number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act:

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 3 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 8 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 1 </u> Speech or Language Impairment
<u> 1 </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

*One student who has not been diagnosed with a learning disability also receives special education services.

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 1 </u>
Classroom teachers	<u> 11 </u>	<u> 9 </u>
Special resource teachers/specialists	<u> 1 </u>	<u> </u>
Paraprofessionals	<u> 3 </u>	<u> 2 </u>
Support staff	<u> 1 </u>	<u> 2 </u>
Total number	<u> 17 </u>	<u> 14 </u>

12. Average school student-classroom teacher ratio: 12:1

13. Attendance patterns of teachers and students:

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	94%	94%	95%	94%	96%
Daily teacher attendance	98%	97%	98%	98%	98%
Teacher turnover rate*	14%	19%	11%	5%	16%
Student dropout rate (middle/high)	N/A%	N/A%	N/A%	N/A%	N/A%
Student drop-off rate (high school)	%	%	%	%	%

*Turnover can primarily be attributed to changes in family circumstances. For example, for the most recent school year, the 14% rate (3 teachers) includes a teacher who elected to remain at home to care for a newborn, one who relocated to accompany her spouse attending graduate school, and one who retired.

PART III - SUMMARY

Mission

Our Lady of Victory School is a dynamic, diverse Catholic school in Washington, D.C. with students in Nursery through Grade 8. It is committed to providing a learning environment that promotes scholarly excellence while fostering students' moral and spiritual growth. OLV partners with parents in preparing students to "learn today and lead tomorrow." Small class sizes (average-17 students) allow each child to develop his unique gifts and talents, while providing individualized attention. Teaching the Gospel message helps students develop faith-filled relationships with God and others. Students practice the "Values Code" consistent with Jesus' teachings. Daily prayer assembly, monthly Masses, and participation in social justice programs reinforce the school's mission. As reflected in the Middle States Accreditation report, OLV "fosters an environment devoted to faith, family, and education."

Diversity

OLV's location and reputation attract students from a broad variety of ethnic, religious, and socioeconomic backgrounds, and they come from the parish as well as the greater metropolitan area. Both ends of the socioeconomic spectrum are represented, including affluent and economically disadvantaged families (fifteen percent receive full tuition assistance). Eighteen students attend OLV through D.C. Opportunity Scholarships, a government-funded program that provides scholarships to D.C. residents with significant financial need. Any socioeconomic differences are transparent in the school as students bond together as one cohesive community. Most students are Catholic, yet 22% practice other faiths. Twenty-three students claim English as their second language, with 16 languages represented. The school includes and supports students with learning disabilities. This diversity, together with the school's warm, nurturing environment, makes OLV a special place.

Academics

A rigorous academic curriculum prepares students for the challenges of high school and beyond. Most graduates attend Catholic high schools including the area's more competitive institutions. The core curriculum is complemented by specialized classes exposing students to art, technology, music, and the benefits of physical education. Instructional delivery is varied to meet different learning styles, and differentiated instruction helps accommodate a range of abilities. Enrichment opportunities are available during and after school, and the D.C. area offers a multitude of exciting field trip opportunities.

Extracurricular Activities

After school activities include a Homework Club, Kaplan reading program, book club, and physics enrichment program. A morning and afternoon "Extended Day" program provides quality child care. Gifted students participate in the Johns Hopkins University Center for Talented Youth. Students compete in a regional Geography Bee, Spelling Bee, and Mathematics Contest. Arts are celebrated in dramas, band concerts, and an annual Art Show. Other activities include Outdoor Education - a middle school team-building adventure, Girl Scouts, choir, school band, Chess Club, Yearbook Club, basketball, karate, Student Council Spirit Group, and Victory in Service to Others, a middle school social services group.

Faculty and Staff

Teachers are highly qualified, dedicated, diverse, and invested in their students. They typically go above and beyond what is required. The school is blessed with an enthusiastic, positive, and determined principal, a school secretary who provides endless support to students, faculty, and visitors, and ongoing support from the pastor and parish staff. All faculty members participate in educational seminars, with many in graduate degree programs.

Parental Involvement

Parents are an integral part of OLV's success and serve as both leaders and supporters on school committees and boards, in classrooms, and in fundraising and school activities. Their diverse cultural and business backgrounds bring a variety of experience and perspectives to the table.

Facilities

Recent renovations after the school's 50th anniversary include new heating and air systems and windows, painting, and the addition of a collection of biblical fine art donated by a parish family. The school also added several new computers, a wireless network, and grading and attendance software. The next phase includes a plan to expand the instructional space.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In March of each year, the Terra Nova Multiple Assessments are administered to OLV students in grades K-8. For students in grades 2 through 8, a test of cognitive skills is administered, and students in grades K-8 take tests that measure their performance against a predetermined set of objectives in reading and language arts, mathematics, science, and social studies. The tests for students in grades 4 and 7 are more comprehensive and include a writing section.

Qualifying reading and mathematics test scores are presented using the Mean Normal Curve Equivalent scores for each student grade. The highest grade level tested for the past three years was seventh grade, as eighth grade students were only recently required to participate by the Archdiocese of Washington. Since the 2004-2005 school year, the Archdiocese of Washington has required that schools administer the Terra Nova to all students in grades 2 through 8. Last year, OLV opted to include grades K and 1 as well to monitor progress for all students and to have school-wide data available.

Seventh grade NCE reading and mathematics scores for the past three years fall above the school mean NCE at the 90th percentile of national school norms. Moreover, nearly 70% of the reading and mathematics scores for students in grades 3 through 8 in the past three years fall above the qualifying score level, demonstrating consistent excellence in student achievement for students across grade levels. The reading and mathematics scores for the students in grades K through 2 are remarkable as well. After analyzing the data for grades falling short of the qualifying score level, it was found that these classes included students with diagnosed and formerly undiagnosed learning disabilities who typically do not perform at their ability levels on standardized tests. While the accommodation of extra time was made for some of these students, this is often not enough to level the playing field and reflect their true abilities. In other cases, an influx of students recently transferred from other schools with different curricula and standards appeared to impact class scores. Nevertheless, most of OLV's students, including those with learning disabilities and those who were transferees, exceed what the test publisher defines as "typical growth" when comparing scores from year to year.

The reading test scores student achievement related to objectives in basic understanding, analyzing text, evaluating and extending meaning, and identifying and applying reading strategies. The mathematics test objectives include numbers and numerical relations, computation and estimation, measurement, geometry and spatial sense, data, statistics and probability, patterns (functions and algebra), problem solving, and reasoning and communication.

None of OLV's current students are administered alternative assessments. There are students who would be deemed subgroups (by ethnicity, D.C. Opportunity Scholarships, Title I, Title III, and/or learning disabilities); however, there are not 9 or more students in any one grade to require dissagregation of data.

2. Using Assessment Results:

OLV's philosophy is that all informal and informal assessment data are invaluable for improving instruction, learning, and student achievement. When Terra Nova assessment results are received, they are analyzed by the faculty and compared to students' classroom grades and abilities. For any student whose scores are inconsistent with classroom performance, an investigation and recommendations are made in consultation with parents and/or professionals.

In addition to analyzing individual students' scores, a school leadership cadre meets in the summer to analyze test data for professional development decisions, such as engaging educational consultants for any areas of need. Test data also influence textbook selection and scheduling of instructional time across content areas.

Before the start of the school year, the faculty spends time reviewing their upcoming students' test scores, both class results as a whole and individual scores, and these data are used to plan instruction according to individual and class strengths and weaknesses. Class mastery scores for each test area are plotted and displayed on charts. The faculty uses these scores in conjunction with an instructional analysis tool to look for trends and discrepancies, then to discuss instructional implications. Students' growth scores (comparing prior and current year scores) are tracked on spreadsheets to identify any areas of need. Finally, teachers review the Terra Nova test objectives and pace instruction to meet those objectives before March of the following year, while aligning objectives with both curriculum standards and textbooks and other instructional materials.

In the middle school, Terra Nova results have also been used, together with classroom grades and teacher recommendations, for placement of students in accelerated math and English classes. Additionally, scores are used to identify students eligible for the John Hopkins University Center for Talented Youth. In the current year, 34 students or 28% of students in the applicable grades had qualifying scores making them eligible for the program.

3. Communicating Assessment Results:

OLV communicates student performance and assessment data in a variety of ways. At the beginning of the school year, teachers establish criteria for student evaluation, assessment, and grading, and these criteria are communicated to parents. During the year, teachers create rubrics and provide feedback for particular assignments to students and parents. Parents are occasionally invited to assessment presentations and included in the assessment process (such as serving as annual science fair judges).

Report card grades are calculated quarterly, and students in grades 4-8 receive two interim progress reports each quarter, providing ongoing feedback and opportunities for improvement. Parents are notified if a student misses two homework assignments, and tests are sent home for parent review and signature for students in grades 1-8. An Honor Roll Assembly is held at each quarter end, and parents are invited. In addition to academic achievement, character and effort awards for each subject area are also presented. For early childhood students, portfolios are maintained and quarterly narrative achievement reports are written by teachers. Moreover, daily communication with parents is made possible regarding student performance and achievement due to small class sizes.

Parent/teacher conferences are scheduled at the end of the first quarter with additional conferences arranged as necessary throughout the year. Daily homework e-mails to parents including upcoming assessments provide ongoing information and opportunities for parental support.

Terra Nova results are shared immediately with parents with an explanation of the data and invitation for conference to improve student achievement and to remediate non-mastery. School-wide achievement summaries are shared at Back to School Night, and a more detailed report of the Terra Nova is discussed at school Advisory Board meetings.

4. **Sharing Success:**

OLV has an excellent reputation in the Archdiocese of Washington and among the independent and public schools in the neighborhood. The principal and faculty members have served and will continue to serve on Middle States Accreditation teams. Successes are shared with the other schools in the archdiocese through the principal's participation in bi-monthly Elementary Schools Principals Association meetings. Additionally, an archdiocesan representative makes an annual visit to the school.

The principal attends a principal's institute provided by the archdiocese in collaboration with the Catholic University of America. She is also a member of the Archdiocesan Standards Initiative implementation team. The assistant principal and teachers also share successes of the school by participation in professional development opportunities with other archdiocesan schools. Additionally, OLV's resource teacher, technology teacher, and counselor all serve on archdiocesan committees in educational and policy-making decisions.

OLV has hosted professional development opportunities for other teachers and principals related to classroom observation/supervision and improving math instruction. Teachers attending George Washington University, Trinity College, and other local universities pursue their practicum courses at OLV, with members of the OLV faculty serving as their mentors. OLV serves as one of the pilot schools for the "Values First" program, a school-wide values education program. The school's middle school science teacher is piloting and reviewing new standards-based resources and textbooks for the Scott Foresman publishing company.

OLV celebrates its successes with the school community through a weekly newsletter and parish bulletin, as well as on the parish website. Students share the school's successes with other schools by contributing weekly articles to a community newspaper.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** The curriculum and instruction at OLV are based on guidelines and standards of the Archdiocese of Washington. While the student population includes a wide range of learning abilities, the school strives to meet the needs of each individual.

Language Arts: Reading instruction is focused on phonemic awareness, phonics, fluency, vocabulary, comprehension, and literature response and analysis. English classes focus on language conventions, listening and speaking skills, and the writing process. Weekly library skills classes support classroom instruction for all grades.

Mathematics: Number sense, computation, measurement, algebraic problem solving, geometry, data analysis, and probability are taught at each developmental level. Both manipulatives and real life applications are used to make abstract concepts concrete. An accelerated math program is provided to allow students to complete Algebra I by graduation. Many graduates test out of introductory high school algebra. In an archdiocesan math competition this year, OLV placed 10th among schools, and one OLV student tied for 8th place among students.

Science: The science curriculum includes life, physical, and earth sciences, as well as a focus on critical thinking skills. Students take part in school-wide science activities such as the recycling program, “Earth Day” projects, science-based assemblies, and field trips. Students in grades 5-8 conduct and share research experiments for an annual Science Fair for the school community. A school parent offers weekly enrichment physics classes for upper grade students maintaining an A/B average.

Social Studies: Standards involving history, geography, economics, government, and civics are met in daily lessons. Teachers help make history come alive through dramatic recreations and cultural celebrations. “International Day” is held in the spring and students research and display traditions from countries around the world. Grade 4-8 students compete in a regional geography bee.

Spanish: Classes are held twice weekly for students in grades K-8. Primary students learn vocabulary, develop insight into language mechanics, and learn to value other cultures. Older students learn conversation, provide and obtain information, and express opinions involving feelings and emotions. Miniature dramas are performed by students in the middle school classes.

Physical Education: Bi-weekly classes include activities to develop strong motor skills that are progressively applied to sports and rules-based games. Healthy, active lifestyles are encouraged, and students take the Presidential Fitness Challenge. Swimming is included for middle school students using facilities at a neighboring school.

Technology: Weekly computer classes support learning in the other curriculum areas. Students use both the computer lab and portable laptops to research and complete assignments. Specific skills such as keyboarding and software applications are introduced as appropriate to facilitate the use of technology.

Music: The music curriculum includes development of music reading: rhythm, note recognition, sight-singing, ear training, structure, and style. The four main periods of music history are covered as well as instruction involving rhythm instruments and recorders. Students provide music at both school and parish Masses. The ultimate goal of music class is for the students to appreciate music and be willing to “make joyful noises unto the Lord.”

Art: OLV provides a base for students to acquire knowledge in art history, appreciation, and applications. Students design and produce artwork using a variety of media. Each spring, students create art for an art show with proceeds benefiting an African charity. A connection to art in the larger community is made through field trips and explorations of artists.

2a. **Reading:**

A combination of tools and methods is used to teach reading pursuant to best practices research including textbooks, leveled readers, novels, small group instruction, drama, technology, multi-sensory activities, and puppets. A “Drop Everything and Read” (D.E.A.R.) program is practiced daily, and weekly library classes support reading instruction. Parents act as partners in OLV’s home reading program.

Analysis of the recent Terra Nova scores resulted in a focus on instructional strategies, and professional development was held to promote the idea that all teachers are literacy teachers. Class schedules were adjusted to allow 90 minutes daily for language arts instruction, and reading and English classes were combined into a double period.

Early childhood teachers use a multi-sensory approach to teach reading and writing using Alphabet Puppets and Wilson Reading materials. Each week, students take home age-appropriate readers, and parents provide feedback after listening to their children read.

Basal readers (Houghton Mifflin) and leveled readers are used in grades 1-4, and technology is incorporated using a listening center. Small group instruction is used in reading centers. High school interns and parent volunteers assist weekly modeling fluency and listening to children read. Teachers read aloud to students daily.

The librarian and reading teachers hold an informational session at the beginning of the year for parents to support reading instruction. Parents are asked to read daily with their children using appropriate leveled books chosen by students, and to sign off on home reading logs. Students maintain reading response journals at school.

A variety of literature genres is used in grades 5-8 to develop comprehension, critical and creative thinking, and writing skills. Students study essential vocabulary and vocabulary in the literature.

An intensive reading remediation program is held weekly and in the summer for eligible Title I students. Second language students receive support from the resource teacher. An after school book club is led by a middle school teacher.

2b. English: N/A

3. Additional Curriculum Area: Religion

Religion is the heart of OLV, and instruction is fully integrated across the curriculum throughout the school day. Each day begins with a religious assembly in the Church to which parents are invited. A student reads from scripture, and the principal provides a reflection on applying the Gospel message to students' lives. Students make prayer requests and recite the Values Code. A class project, song, or poem is shared, as well as student achievements and exemplary Christian behavior. Occasionally, a guest speaker is invited to discuss faith-related matters. For example, an OLV graduate recently discussed his volunteer year overseas teaching English in an orphanage. He inspired students who then raised \$1,000 for the orphanage. Each week students bring in bag lunches to be delivered to a homeless shelter.

Daily religion classes are held for all students and the curriculum includes biblical study, applying beliefs to student lives, and the sacraments. Religion is inherent in all other classes. The principal teaches 8th grade religion as an instructional leader teaching the school's most important subject. High school students lead a weekly religion class in grades K-4 one quarter each year. The school day ends with a student leading the closing prayer. The Values Code is visible in every classroom and infused into the school day, and specific values are taught during religion classes. Students are recognized for practicing values and are reminded of the code during disciplinary interventions. Older students are encouraged to serve as role models for younger students.

Catholic traditions include monthly student Masses, sacrament preparation, and seasonal prayers such as the rosary and Stations of the Cross. Catholic Schools' Week is a celebration of the school's identity. Student-led groups organize charity fundraisers and work on social justice service projects. An annual dramatization of the Stations of the Cross is performed by middle school students.

4. Instructional Methods:

Teachers employ a variety of strategies and resources to reach all students. Lessons are planned using grade-level standards, Bloom's taxonomy, and Terra Nova test objectives. Each week, lesson plans are reviewed and classroom observations are made by the principal to ensure effective instructional practices. Objectives are written on the board. Curriculum mapping software is used by teachers to assist with lesson pacing and assessments, and to share ideas with teachers inside and outside of the school.

Creative lessons are designed using multiple delivery modalities in accordance with the theory of multiple intelligences. Teachers are encouraged to conduct pre-assessments before beginning a unit of instruction, using data to inform instructional design. Reteaching occurs if necessary, and extensions of lessons are practiced to promote mastery. Many relevant, exciting field trip opportunities are available to provide authentic, hands-on lessons. Technology is integrated into the middle school using the computer lab for content area lessons, wireless student laptops, Power Point presentations, and video productions.

In grades Pre-Kindergarten-4, teachers utilize instructional assistants and learning centers to ensure small and flexible group instruction in language arts and math to help each child reach his potential. In grades 5-8, teachers differentiate instruction to meet the variety of learning differences. Recommended student accommodations are provided to special needs students as much as possible. The school's resource teacher holds biweekly support classes providing explicit lessons and reteaching, as well as alternative presentation methods.

Homework is assigned to reinforce skills being taught in the classroom and is limited to ten minutes per grade per night, plus fifteen minutes of reading. On half days or days with special events, schedule changes are made to ensure that language arts and math instruction are not missed.

The counselor at OLV works with students to ensure that they are available for learning and to enable the teacher focus on instruction.

5. Professional Development:

OLV teachers view themselves as life-long learners. Professional development goals are aligned with research-based practices, analysis of Terra Nova and other assessment results, and the goal of having highly qualified teachers. Most of the faculty have or are pursuing a Master's Degree or take graduate courses. A university partnership technology program provided teachers with software and internet training. Software programs for curriculum, grading, and classroom management were installed to streamline administrative responsibilities. Teachers have participated in Archdiocesan programs such as Early Childhood Certification, Training of Literacy Co-Coordinator, Technology Integration Leadership Team, Principal's Institute and other diocesan-wide teaching training in standards-based instruction and differentiated instruction. Teachers share practices they have learned at faculty meetings.

Based upon the results of an analysis of the school's Terra Nova scores, educational consultants have been engaged to work with teachers on instructional methods in reading and math, and on all teachers serving as literacy teachers. A focus this year is on strategies to serve Title I students. Teachers will be mentored by an educational consultant in serving the needs of the students within the classroom setting.

Monthly faculty meetings include professional development. This year teachers read assigned chapters of *Research-Based Instructional Strategies*, and then share notes with the faculty for use in the classrooms.

In order to accomplish the technology integration goal set in OLV's Middle States Accreditation, OLV embarked upon a three year partnership with Boston and Richmond Universities including monthly workshops to integrate technology using a variety of software programs. This enabled teachers to become more efficient and professional maximizing the use of e-mail, spreadsheets, presentations, and student grading and records software.

Three main sources of funding are available and account for between 50-100% of professional development at OLV: Title funds through *No Child Left Behind*, funds allocated in the school's budget, and a parish endowment fund.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): Archdiocese of Washington, National Catholic Education Association, Middle Atlantic States Association of Universities, Colleges, High Schools, and Elementary Schools, Association of Supervision and Curriculum Development, and International Reading Association.

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____

3. What are the 2006-2007 tuition rates, by grade?

\$ <u>7450</u> K	\$ <u>7450</u> 1 st	\$ <u>7450</u> 2 nd	\$ <u>7450</u> 3 rd	\$ <u>7450</u> 4 th	\$ <u>7450</u> 5 th
\$ <u>7450</u> 6 th	\$ <u>7450</u> 7 th	\$ <u>7450</u> 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

4. What is the educational cost per student? \$7,577*
(School budget divided by enrollment)
*Figure does not include capital expenses

5. What is the average financial aid per student? \$2,568

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 22%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 59%

PART VII - ASSESSMENT RESULTS

Table 1
Our Lady of Victory
Terra Nova Assessments

Subject Reading & Math Grade 8 Test Terra Nova Multiple Assessments

Edition/Publication Year Second/2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
READING SCORES			
National Mean Score NCE	67.1	66.4	N/A
Number of students tested	15	13	
Percent of total students tested	100%	100%	
Number of students alternatively assessed	0	0	
Percent of students alternatively assessed	0	0	
MATHEMATICS SCORES			
National Mean Score NCE	66.9	63.4	N/A
Number of students tested	15	13	
Percent of total students tested	100%	100%	
Number of students alternatively assessed	0	0	
Percent of students alternatively assessed	0	0	

Table 1
Our Lady of Victory
Terra Nova Assessments

Subject Reading & Math Grade 7 Test Terra Nova Multiple Assessments

Edition/Publication Year Second/2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005- 2006	2004- 2005	2003- 2004
Testing month	March	March	March
READING SCORES			
National Mean Score NCE	67.0	69.4	67.3
Number of students tested	18	15	13
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
MATHEMATICS SCORES			
National Mean Score NCE	64.5	70.7	65.8
Number of students tested	18	15	13
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Table 1
Our Lady of Victory
Terra Nova Assessments

Subject Reading & Math Grade 6 Test Terra Nova Multiple Assessments

Edition/Publication Year Second/2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
READING SCORES			
National Mean Score NCE	67.1	67.4	68.6
Number of students tested	16	19	15
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
MATHEMATICS SCORES			
National Mean Score NCE	60.6	65.8	68.3
Number of students tested	16	19	15
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Table 1
Our Lady of Victory
Terra Nova Assessments

Subject Reading & Math Grade 5 Test Terra Nova Multiple Assessments

Edition/Publication Year Second/2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005- 2006	2004- 2005	2003- 2004
Testing month	March	March	March
READING SCORES			
National Mean Score NCE	65.1	72.6	57.9
Number of students tested	15	14	13
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
MATHEMATICS SCORES			
National Mean Score NCE	59.2	67.2	54.9
Number of students tested	15	14	13
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Table 1
Our Lady of Victory
Terra Nova Assessments

Subject Reading & Math Grade 4 Test Terra Nova Multiple Assessments

Edition/Publication Year Second/2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005- 2006	2004- 2005	2003- 2004
Testing month	March	March	March
READING SCORES			
National Mean Score NCE	67.3	70.7	72.2
Number of students tested	18	17	16
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
MATHEMATICS SCORES			
National Mean Score NCE	62.6	68.6	64.1
Number of students tested	18	17	16
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Table 1
Our Lady of Victory
Terra Nova Assessments

Subject Reading & Math Grade 3 Test Terra Nova Multiple Assessments

Edition/Publication Year Second/2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005- 2006	2004- 2005	2003- 2004
Testing month	March	March	March
READING SCORES			
National Mean Score NCE	60.4	67.9	61.9
Number of students tested	18*	18	18
Percent of total students tested	95%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
MATHEMATICS SCORES			
National Mean Score NCE	59.9	64.2	66.8
Number of students tested	19	18	18
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

*One student became ill on the day the reading test was administered and was unable to complete it.

Table 1
Our Lady of Victory
Terra Nova Assessments

Subject Reading & Math Grade 2 Test Terra Nova Multiple Assessments

Edition/Publication Year Second/2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005- 2006	2004- 2005	2003- 2004
Testing month	March	March	March
READING SCORES			
National Mean Score NCE	73.1	66.3	66.7
Number of students tested	14	19	16
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
MATHEMATICS SCORES			
National Mean Score NCE	68.2	55.6	61.0
Number of students tested	14	19	16
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

Table 1
Our Lady of Victory
Terra Nova Assessments

Subject Reading & Math Grade 1 Test Terra Nova Multiple Assessments

Edition/Publication Year Second/2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005-2006	2004-2005	2003-2004
Testing month	March	March	March
READING SCORES			
National Mean Score NCE	68.7	N/A	N/A
Number of students tested	15		
Percent of total students tested	100%		
Number of students alternatively assessed	0		
Percent of students alternatively assessed	0		
MATHEMATICS SCORES			
National Mean Score NCE	70.3	N/A	N/A
Number of students tested	15		
Percent of total students tested	100%		
Number of students alternatively assessed	0		
Percent of students alternatively assessed	0		

Table 1
Our Lady of Victory
Terra Nova Assessments

Subject Reading & Math Grade K Test Terra Nova Multiple Assessments

Edition/Publication Year Second/2001 Publisher CTB McGraw-Hill

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005- 2006	2004- 2005	2003- 2004
Testing month	March	March	March
READING SCORES			
National Mean Score NCE	62.7	N/A	N/A
Number of students tested	16		
Percent of total students tested	100%		
Number of students alternatively assessed	0		
Percent of students alternatively assessed	0		
MATHEMATICS SCORES			
National Mean Score NCE	62.4	N/A	N/A
Number of students tested	16		
Percent of total students tested	100%		
Number of students alternatively assessed	0		
Percent of students alternatively assessed	0		