

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

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

School Mailing Address 3180 South Rd.
(If address is P.O. Box, also include street address.)

Cincinnati Ohio 45248-2998
City State Zip Code+4 (9 digits total)

County Hamilton State School Code Number* IRN # 054585

Telephone (513) 347-2222 Fax (513) 347-2225

Web site/URL www.olvisitation.org/school.html E-mail chapman t@olvisitation.net

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* Brother Joseph Kamis, SM
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Cincinnati Tel. (513) 421-3131

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 Mrs. Julie Beinkemper, Education Commission Chairperson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

(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

[Include this page in the school's application as page 2.]

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 OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: N/A Elementary schools
 Middle schools
 Junior high schools
 High schools
 Other

 TOTAL
2. District Per Pupil Expenditure: N/A

 Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 19 Number of years the principal has been in her/his position at this school.
 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	N/A	N/A	N/A	7	55	55	110
K	N/A	N/A	N/A	8	65	46	111
1	44	59	103	9	N/A	N/A	N/A
2	62	49	111	10	N/A	N/A	N/A
3	60	52	112	11	N/A	N/A	N/A
4	52	51	103	12	N/A	N/A	N/A
5	66	40	106	Other	N/A	N/A	N/A
6	56	54	110				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							866

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school: 100 % White
 % Black or African American
 % Hispanic or Latino
 % Asian/Pacific Islander
 % American Indian/Alaskan Native
 100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: .1%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	1
(4)	Total number of students in the school as of October 1	853
(5)	Total transferred students in row (3) divided by total students in row (4)	.001
(6)	Amount in row (5) multiplied by 100	.1

8. Limited English Proficient students in the school: 0 %
 0 Total Number Limited English Proficient
 Number of languages represented: N/A
 Specify languages:

9. Students eligible for free/reduced-priced meals: 2%
 Total number students who qualify: 15

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %
25 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>31</u>	<u>2</u>
Special resource teachers/specialists	<u>8</u>	<u>8</u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>45</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 27:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	97%	96%	96%	96%
Teacher turnover rate	11%	4%	0%	4%	7%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Our Lady of the Visitation School is a fully accredited diocesan Roman Catholic 1-8 elementary school operated by the parish of Our Lady of the Visitation in Cincinnati, Ohio. Taking as its motto, “Many gifts but the same Spirit,” the school’s mission is to provide a well-rounded quality education in an environment that challenges and empowers children to be aware of their abilities, goodness, dignity, talents, and spirituality and to use these gifts to serve God.

Academic excellence is Visitation’s commitment to all of its students. Art, music, and technology are woven into curriculum units. High expectations are the standard for student learning, and Visitation students excel within the classroom and outside of the classroom in all curricular areas. Standardized test scores are in the top 10 percent nationally. Over the past two years, eighth graders were awarded over \$149,000 in scholarships to high schools of their choice. Visitation students placed first and second in the District Science Fair and won two scholarships to UC’s College of Engineering, an honor rarely won by junior high students. The school’s math team received a superior rating in the GCCTM Math Competition, and the Destination Imagination teams, a national program focused on teamwork, creativity, and critical thinking, finished first, second, and third in their respective competitive categories. Artists and essay contestants won awards in various competitions including the Scholastic Art Competition.

Visitation’s academic program gets results because it is focused on learning! Administration and faculty believe that all students can learn and are committed to differentiating instruction to achieve that goal. An extensive auxiliary support staff provides academic enrichment, remediation, and psychological services. As partners in education, parents willingly and actively participate in the school’s academic mission. They volunteer to lead programs such as Junior Achievement, the Everybody Counts Program, and Girls in Science. Teachers collaborate in Professional Learning Communities based on the model by Rick DuFour, which is defined as “educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.” (DuFour, DuFour, Eaker, 2006) The school was chosen to participate in a five year collaborative Initiative for Catholic Schools sponsored by Xavier University. Teachers have given presentations and won awards such as the Governor’s Award for Excellence in Youth Science Opportunities and the Great American Insurance Teacher of the Week.

Supporting students’ development of a dynamic faith that expresses itself in love of God and service to others is at the heart of Visitation’s mission. At Visitation, the administration, faculty, and parents believe that education awakens a sense of a global world wherein students can experience God actively working in their lives. This belief is imbedded in the culture of the school. Ninety-one eighth grade students volunteer after school weekly in area social service agencies, such as the Ronald McDonald house. Third grade teachers and students collaborate with the Cooperative for Education to set up a school sponsorship program with a rural school in Guatemala. The seventh grade teachers started a school service program and now have a twenty year history of supporting underprivileged young mothers with layettes for their newborn babies. Eighth graders lead student “families” consisting of one student per grade level. These families gather monthly to build community, share faith, and perform service.

Parents choose to send their children to Visitation. When asked why, parents consistently praise the school’s ability to meet the needs of their children both spiritually and academically, and many express the desire to send their children to the school they attended because of the education they received. Already one of the largest elementary schools in the archdiocese, the school has waiting lists for some grades. Educating the whole child, in a mutually respectful compassionate environment with high academic standards, is what Visitation is about. Many families have celebrated two and three generations of education at Visitation, and even with 867 students and over 50 faculty and staff, Visitation maintains the feeling and reputation of a nurturing parish family community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Part IV – 1. Assessment Results

The Terra Nova Achievement Test is administered every October to the second, fourth, sixth, and eighth grade students at Visitation School. This nationally normed group achievement test is mandated by the Archdiocese of Cincinnati. The results are reported using both percentiles and the mean normal curve equivalent (NCE). Visitation students' scores are compared with the national percentiles. Using both of these measures, Visitation students scored in the top 10 percent nationally in the highest grade tested in the most recent year tested.

The national student percentile equivalent for the 90th school percentile is 77 for reading and math for students in the eighth grade. Visitation's percentile scores are 81 in reading and 80 in math, placing the school in the top 10 percent nationally in both eighth grade subjects.

In addition to evaluating the assessment results based on percentiles, scores are also evaluated based on the anticipated score and the obtained score. Based on a cognitive skills index from the In View test, each subject area has an anticipated score. Comparing the anticipated score with the obtained score allows the school to see if the students are performing at, below, or above their anticipated ability on the standardized test. Evaluating the school based on this is important because, at Visitation, the goal is for all students to learn at high levels. Comparing the anticipated results with the obtained results allows Visitation to see if it is meeting this goal. For the most recent year tested, in all grade levels tested, the obtained score was higher than the anticipated score in reading and math. Many of the scores show a positive educationally significant difference in these scores. This is one indicator highlighting that, regardless of ability, Visitation students are achieving higher than students of similar ability.

Currently 3% of Visitation's students are receiving special education services. Of these students, 25% are in the current eighth grade. None of these students received accommodations for, or was excluded from, the standardized tests. Thus, the school's test scores reflect the achievement of all students.

The school also examines the Terra Nova total score by percentile. In 2005-06, 96% of the eighth grade scored above the 50th percentile, 91% of the sixth grade, 90% of the fourth grade, and 76% of the second grade. These scores are reflective of trends noted in other years. The school has a low student mobility rate, indicating that the longer students remain at Visitation, the more they achieve at higher levels.

At Visitation, the focus is on student learning. Visitation's students receive a challenging, well-rounded, quality education. The assessment results on standardized tests are one indicator of the students' academic success. Other internal measures and external measures are also used. The Cincinnati Archdiocese collects data on student writing through an annual writing sample testing process in the third, fifth, and seventh grades. In all grades tested, the competency rate for students at Visitation exceeded the competency rate for the archdiocese. In 2005-2006, in the third grade, 100% of Visitation students' writing was scored as competent. The archdiocese's competency rate was 78%. In the fifth grade, the school's competency rate was 88%, while the archdiocese's was 78%, in the seventh grade, the school's competency rate was 90%, while the archdiocese's rate was 81%. Looking at the percentage of students from Visitation that make the honor roll in high school and the amount of scholarship money students receive is another external assessment measure used. Two-thirds of the school's students consistently make the honor roll, no matter what high school they attend. An above average number of students are placed into higher level classes. Over the past two years, Visitation students have been offered over \$149,000 in high school scholarships.

Part IV – 2. Using Assessment Results

The school's decisions about improving student and school performance are data driven. Standardized test scores are analyzed by the faculty, staff, and administration to determine trends in student performance across grade levels and by subject area. The data derived from studying the scores gives the school valuable information in making decisions about curriculum, instruction, assessment, resource allocation, professional development, and school improvement as a whole. Visitation teachers work in Professional Learning Communities. This allows teachers with particular strengths to share their successes and instructional strategies with other teachers.

In examining individual student performance, teachers look for discrepancies between each student's anticipated score and obtained score. In addition, teachers compare student scores with their performance in class. An improvement plan, which may include remediation or enrichment, is made to address any discrepancies. The reading specialist, speech pathologist, school psychologist, enrichment teacher, math tutor, and intervention specialist also examine the scores of students on their current case load and provide assistance and recommendations to teachers and administration for improving student performance.

Visitation scores indicate a significant, positive difference in a number of areas when comparing the obtained score with the anticipated score. This is one measure the school uses to determine if all students are achieving to the best of their ability.

In addition to standardized assessments, student performance is evaluated for strengths and weaknesses on a daily basis, using a variety of assessment techniques, to challenge and improve the quality of education for students at Visitation. The standardized assessments are just one indicator of student and school performance. Since Visitation's mission is to provide a quality, well-rounded education for all students, other types of internal and external assessment data are also examined to understand and evaluate the broader vision of the school as it works towards educational excellence in all areas.

Part IV – 3. Communicating Assessment Results

Student performance, including assessment results, is communicated to parents, students, and the community in a variety of ways. Students, within the classroom setting, receive ongoing feedback about their performance on a daily basis through direct teacher feedback. Assessment information and student and school successes are shared in the weekly school newsletter. The principal communicates school-wide student performance information to parents and the community through monthly Parent Teacher Organization Meetings, a column in the parish newsletter, and monthly Education Commission meetings.

At the school's September Meet the Teacher Night, academic expectations are outlined for the year. Many teachers send home a weekly newsletter for parents and students. All teachers send home weekly student work to inform parents and students of academic progress. Interim reports and quarterly report cards go home with all students. Parents are invited to schedule conferences whenever they are needed, each quarterly report card gives parents an opportunity to request a conference, and a yearly formal parent conference time is set aside in November. At quarterly school-wide Recognition Assemblies and a January Open House for the students, parents, and community, student performance is communicated and celebrated.

When the standardized test results are returned, student scores are sent home to parents with a letter explaining the results. Parents are encouraged to contact the teachers and/or administration with any questions. The principal presents the standardized test results to the Education Commission and to the faculty and staff.

Part IV – 4. Sharing Success

Visitation teachers and administrators welcome opportunities to share success with other schools, formally and informally. Teachers have made presentations at the Greater Cincinnati Council of Teachers of Mathematics Conference, the SOITA Convention, and the Ohio Catholic Educator's Conference. Administration and teachers were chosen to participate in Xavier University's Initiative for Catholic Schools. At the heart of the Initiative for Catholic Schools is collaboration with other schools. The administration and teachers have made annual presentations for this program in the area of mathematics.

Visitation teachers and administration are piloting a professional learning community with grade four science teachers from surrounding grade schools, giving the teachers a forum to share successes based on data and common curricular expectations. The auxiliary team was recognized by Hamilton County Educational Service Center as a model for other schools and presented their model for intervention and meeting student needs for other teachers and specialists.

The school's principal has served on accreditation teams for other schools and participates in a monthly cluster meeting to share successes with other principals.

The school's teachers have published articles in educational magazines. Visitation's third grade teachers started a school sponsorship program with an impoverished rural school in Guatemala providing first-time textbooks for the school. Their program is highlighted on the front page of one of the newsletters sent out by the Cooperative for Education, and their ideas are published in a packet that goes out to other schools wanting to start a similar program.

The annual History Fair, Science Fair, Art Show, school performances, Open House, and other events are open to the public. The school website celebrates successes. The Superintendent for Public Instruction for the State of Ohio recognized Visitation by displaying 90 works of art by Visitation junior high students at the Ohio Department of Education, and by publishing lesson plans from the school's art teachers. These lesson plans were posted on the internet and then distributed to art teachers across the state on a CD, as a resource tool for designing exemplary lessons.

PART V – CURRICULUM AND INSTRUCTION

Part V. 1. Curriculum

Student learning is the focus of Visitation’s curriculum, which is outlined in the Graded Course of Study for the Archdiocese of Cincinnati. Last year, in response to an in-depth school study for state accreditation, Professional Learning Communities (PLCs), based on the research and model of Rick DuFour, were formed. These PLCs, which provide the curricular foundation for Visitation, are seeing results! Last year, Visitation’s PLCs started with a schoolwide goal to improve everyday writing skills. The result was a 30% gain in the first year, based on a common rubric assessment score.

In mathematics the school recognizes the importance of blending the acquisition of basic skills and number sense with synthesis, data analysis, estimation, geometry, and problem solving. There is an emphasis on higher level thinking, especially algebraic reasoning, in all grades. Examples of this emphasis include a Hands-on-Algebra program beginning in the fourth grade, and the use of graphing calculators and technology as tools for students to analyze data. Students put these problem solving skills into action in math competitions such as Math Counts, the Stock Market Game, and the Math Olympiad. Math and art are intertwined through lessons involving grid, scale, and tessellations.

In science, the curriculum is topic-based with emphasis on knowledge and inquiry. Having students actively involved in the learning leads to higher levels of understanding. Students explore the scientific method, designing and implementing experiments to show scientific knowledge. The school’s campus has land labs which include wetlands, a nature trail, and an animal inhabited courtyard that provide students with real-life experiences with science. A yearly Science Fair and programs such as COSI, Cell World, and Girls in Science broaden the students’ scientific experiences.

Social Studies, like science, is topic based. Simulations and interactive activities, which challenge students to think at higher levels, allow students to apply what they are learning in geography, history, and current events. During the annual seventh grade trip to Joy Educational Center, students participate in a night-time simulation of the Underground Railroad. Third graders are immersed into cultures of various continents as they “travel”, and sixth grade students simulate the economics of the feudal system.

The religion curriculum, the heart of our educational experience, provides students with a blend of tradition, self-expression, prayer, faith, doctrine, and service rooted in the gospel message. Student involvement in service projects is inspiring. Eighty three percent of the eighth grade class is involved in ACTS, a volunteer service group that provides service in different community areas after school. All grade levels participate in service and mission projects throughout the school year.

In language arts, the curricular focus is on the writing process, with the mechanics of grammar and spelling providing a solid foundation. Students achieve high levels of learning in this area based on internal and external measures of success. With an emphasis on cultural awareness, basic conversation, and vocabulary, 25% of the seventh grade and 24% of the eighth grade students participate in a full-year Spanish class which meets 50 minutes per week during the school day. Additionally, all grades may participate in an after-school Spanish program.

Technology and the arts are integral to the school’s mission of providing a well-rounded curriculum. Choral Adjudication, Art Club, school musicals, Architecture by Children, junior high electives, and performances for special occasions allow for creative self-expression. Divergent thinking explodes through the visual arts as painting, sculpture, drawing, and print-making reveal deeper levels of self-reflection, imagination, and critical thinking. Technology is woven into every subject across grade levels, challenging students to use tools such as databases, word processing, internet research, spreadsheets, and movie-making software to explore, explain, and present their diverse thinking and research.

Part V - 2a. Reading Curriculum

Visitation is committed to providing a multi-sensory reading program, where reading, writing, and technology are intertwined, giving students a solid foundation in basic skills, setting the students up for success as they learn to think creatively and to analyze, synthesize, and critique literature. Students across all grade levels are exposed to high quality literature from a variety of genres.

Balanced literacy defines the reading program in the primary grades. Students engage daily in instruction on vocabulary, comprehension, fluency, phonics, and phonemic awareness. Throughout the week students have opportunities to read books that are on their level and books that relate to their interests. Through exposure to many different types of texts, students grow in their abilities to apply reading strategies when reading independently. All primary classrooms have learning centers and laptop labs, which allow for enrichment and remediation within the classroom setting.

Early intervention is key to future success in reading. A full-time intervention specialist and a full time reading specialist are available resources for teachers and students. An intensive assessment system used throughout the primary grades allows teachers to collect quarterly data on fluency, comprehension, reading strategies, decoding, and reading levels. This data informs instruction.

As students move into the middle grades, they study a variety of genres and authors. Literature is often integrated with the content areas and the use of technology. Students actively participate in projects, discussions, and writing activities related to their reading to promote critical thinking skills. In the eighth grade, a study of Mark Twain included a boat ride down the Ohio River during the Tall Stacks Festival, as students performed skits that they wrote based on Tom Sawyer.

This reading program was chosen based on assessment data and on research as the best way to meet the school goal of providing a high quality education that meets the needs of all students.

Part V – 3. Additional Curricular Area: The Arts

Without the arts, Visitation’s mission of providing a high quality education while developing the “many gifts” of the whole child would be incomplete. Emphasis on critical thinking with analysis, problem solving, synthesis, and evaluation comes full circle when the creative process is included. The essential skills and knowledge that students attain as they explore creative self-expression through art, music, and the imaginative use of technology opens their minds to understand the world from another dimension, while allowing students to further discover their artistic and musical strengths.

Art and music are integrated into curricular areas whenever possible. When learning about geography, students learn to sing the states or create South American arpilleras. Claymation and movie-making make their way into the study of literature, technology, and sculpture in the middle grades. As they study different periods in history, students learn music from that time period. Students have many opportunities to perform each year, and every other year, students have the opportunity to participate in a musical.

In examining the success of the arts in carrying out the school’s mission, the accomplishments of the students speak for themselves. Last year alone, ninety works of art by seventh and eighth graders were displayed at the Ohio Department of Education, twenty middle grade students were invited to sing at Xavier University’s Initiative for Catholic Schools celebration, students presented their Claymation project at the annual SOITA Convention, student art was displayed at the Young People’s Art Exhibition in Columbus, and Visitation had 12 Scholastic Art winners, three of whom were gold winners, with one student winning a silver medal nationally. Although the students have earned recognition in the arts, the creative self-expression, individual self-reflection, appreciation for diverse thinking, and critical problem solving skills they learn throughout the process are the reason Visitation places high value on the arts.

Part V – 4. Instructional Methods

Providing a high quality education for all students is our mission. To do that, Visitation teachers are dedicated to using a variety of instructional methods to meet the needs of all students. The methods selected are based on what works! Professional development and experience enables teachers to select the best method.

As you walk through the halls, you see collaborative groups, whole and small group instruction, creative expression, technology in use by students and teachers, hands on exploration, demonstration, the writing process, learning centers, prayer, singing, laptop centers, discussions, lecture, research, power point presentations, movie-making, science experiments, reading, inquiry, students in the courtyard land lab, students acting out scenes from plays or modeling rotation, and integration of subjects.

Systems are in place to support struggling learners. The intervention team, comprised of the speech pathologist, intervention specialist, reading specialist, school psychologist, and math tutor, helps teachers select instructional methods, adjust the curriculum, evaluate modifications, and provide support for students. Likewise, the enrichment teacher meets weekly with groups of third through eighth grade students to expand their educational experience. The intervention team and an administrator meet weekly to discuss students' learning needs and instructional strategies. The team meets as needed with teachers, administration, and parents.

Teaching students to think critically, to analyze, to synthesize, and to evaluate what they are learning underlies Visitation's mission to provide a high quality, challenging education for all students. In all areas of the curriculum, probing students to think critically and creatively, while taking responsibility for their own learning, allows the school to realize its mission. Visitation teachers want students engaged and will use whatever instructional methods are necessary to achieve the highest level of thinking and learning.

Part V – 5. Professional Development

All Archdiocese of Cincinnati teachers are required to have an Individual Professional Development Plan that corresponds to the School Continuous Improvement Plan (SCIP). Visitation's SCIP goals are to improve students' everyday writing skills, and to foster community and respect within the school through the creation of school families.

At Visitation, professional development is tied to the school's goals. In creating Professional Learning Communities, a professor from Xavier University provided the foundational training in communication, and a cohort of teachers attended Rick DuFour's Workshop on Professional Learning Communities(PLC). At the heart of the PLC model is improving student learning through teacher collaboration. Working within PLCs, teachers share strategies for improving everyday writing skills and fostering community.

Partnerships with local universities help teachers to improve instruction in specific subject areas. Through the University of Cincinnati's Project Astro, an astronomer works with the sixth grade science teacher. Xavier University's Initiative for Catholic Schools (ICS) provides selected science and math teachers with extensive training on the constructivist theory, best practices for instruction, and specific knowledge relevant to their curricular topics over a five-year period. Participation in the ICS requires the school to set a leadership challenge goal to improve student achievement. A Xavier University Professor provided targeted professional development for math teachers, aimed at improving student's algebraic thinking skills. Teachers take advantage of workshops and meetings sponsored by numerous local and regional professional organizations such as the Ohio Catholic Education Association and the Greater Cincinnati Council of Teachers of Mathematics to improve their abilities to meet the needs of all learners.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school association(s): National Catholic Education Association
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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

3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$N/A</u> K	<u>\$2180</u> 1 st	<u>\$2180</u> 2 nd	<u>\$2180</u> 3 rd	<u>\$2180</u> 4 th	<u>\$2180</u> 5 th
<u>\$2180</u> 6 th	<u>\$2180</u> 7 th	<u>\$2180</u> 8 th	<u>\$N/A</u> 9 th	<u>\$N/A</u> 10 th	<u>\$N/A</u> 11 th
<u>\$N/A</u> 12 th	<u>\$N/A</u> Other				

4. What is the educational cost per student? \$3300
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$1120 *parish reduction

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 49% of parish budget

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

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS OUR LADY OF THE VISITATION SCHOOL

Subject: Reading Grade: 2 Test: Terra Nova

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

Scores are reported here as (check one): NCEs___ Scaled scores___ Percentiles X

	2006-07	2005-06	2004-05
Testing Month	October	October	October
SCHOOL SCORES			
Total Score	73	72	73
Number of students tested	111	112	103
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
OUR LADY OF THE VISITATION SCHOOL

Subject: Math Grade: 2 Test: Terra Nova

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

Scores are reported here as (check one): NCEs___ Scaled scores___ Percentiles X

	2006-07	2005-06	2004-05
Testing Month	October	October	October
SCHOOL SCORES			
Total Score	70	74	76
Number of students tested	111	112	103
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
OUR LADY OF THE VISITATION SCHOOL

Subject: Reading Grade: 4 Test: Terra Nova

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

Scores are reported here as (check one): NCEs___ Scaled scores___ Percentiles X

	2006-07	2005-06	2004-05
Testing Month	October	October	October
SCHOOL SCORES			
Total Score	76	74	79
Number of students tested	103	92	113
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
OUR LADY OF THE VISITATION SCHOOL

Subject: Math Grade: 4 Test: Terra Nova

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

Scores are reported here as (check one): NCEs___ Scaled scores___ Percentiles X

	2006-07	2005-06	2004-05
Testing Month	October	October	October
SCHOOL SCORES			
Total Score	77	78	78
Number of students tested	103	92	113
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
OUR LADY OF THE VISITATION SCHOOL

Subject: Reading Grade: 6 Test: Terra Nova

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

Scores are reported here as (check one): NCEs___ Scaled scores___ Percentiles X

	2006-07	2005-06	2004-05
Testing Month	October	October	October
SCHOOL SCORES			
Total Score	75	73	74
Number of students tested	108	108	103
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
OUR LADY OF THE VISITATION SCHOOL

Subject: Math Grade: 6 Test: Terra Nova

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

Scores are reported here as (check one): NCEs___ Scaled scores___ Percentiles X

	2006-07	2005-06	2004-05
Testing Month	October	October	October
SCHOOL SCORES			
Total Score	84	86	77
Number of students tested	108	108	103
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
OUR LADY OF THE VISITATION SCHOOL

Subject: Reading Grade: 8 Test: Terra Nova

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

Scores are reported here as (check one): NCEs___ Scaled scores___ Percentiles X

	2006-07	2005-06	2004-05
Testing Month	October	October	October
SCHOOL SCORES			
Total Score	81	83	81
Number of students tested	110	98	114
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
OUR LADY OF THE VISITATION SCHOOL

Subject: Math Grade: 8 Test: Terra Nova

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

Scores are reported here as (check one): NCEs___ Scaled scores___ Percentiles X

	2006-07	2005-06	2004-05
Testing Month	October	October	October
SCHOOL SCORES			
Total Score	80	83	86
Number of students tested	110	98	114
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0