

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

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

Name of Principal Sr. Leonita Barron, I.W.B.S.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 1311 E. Mesquite Ln.
(If address is P.O. Box, also include street address.)

Victoria Texas 77901-3427
City State Zip Code+4 (9 digits total)

County Victoria State School Code Number* N/A

Telephone (361) 575-5391 Fax (361) 575-3473

Web site/URL www.ourladyvictory.org E-mail office@ourladyvictory.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* Sr. Gloria Cain, S.S.N.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Victoria Tel. (361) 573-0828

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 Mr. Robert Kovar
(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.*

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 202028173

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. 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.

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

_____ N/A 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. 23 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	27	38	65	7	19	25	44
K	21	28	49	8	22	20	42
1	15	22	37	9			
2	18	36	54	10			
3	25	21	46	11			
4	22	20	42	12			
5	15	25	40	Other			
6	23	28	51				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							470

6. Racial/ethnic composition of the school:
- | | |
|-------------------|------------------------------------|
| <u>0</u> | % American Indian or Alaska Native |
| <u>6</u> | % Asian or Pacific Islander |
| <u>0.6</u> | % Black or African American |
| <u>24</u> | % Hispanic or Latino |
| <u>69</u> | % White |
| 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: 6%

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	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	14
(3)	Total of all transferred students [sum of rows (1) and (2)]	27
(4)	Total number of students in the school as of October 1	436
(5)	Total transferred students in row (3) divided by total students in row (4)	0.062
(6)	Amount in row (5) multiplied by 100	6.2%

8. Limited English Proficient students in the school: 0.2%
1 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 3%
 Total number students who qualify: 12

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: $\frac{6\%}{26}$ 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.

___ Autism	___ Orthopedic Impairment
___ Deafness	___ Other Health Impaired
___ Deaf-Blindness	<u>1</u> Specific Learning Disability
___ Emotional Disturbance	<u>*25</u> Speech or Language Impairment
___ Hearing Impairment	___ Traumatic Brain Injury
___ Mental Retardation	___ Visual Impairment Including Blindness
___ Multiple Disabilities	

*** OLV has a Speech Therapist on staff.**

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>1</u>	<u>1</u>
Classroom teachers	<u>24</u>	<u>3</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>8</u>	<u>42*</u>
Support staff	<u>4</u>	<u> </u>
Total number	<u>39</u>	<u>47</u>

*** Parents who serve as full or part-time teacher aide volunteers.**

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 18:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	96 %	97 %	99 %	97 %	96 %
Teacher turnover rate	3 %	11 %	14 %	20 %	18 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %				

PART III: SUMMARY

Our Lady of Victory School's mission and vision is to create a learning environment that is Christ-centered, academically excellent, and safe. In partnership with church, family, and school, students are empowered to grow spiritually, morally, intellectually, and socially through teaching of Gospel values, Catholic social teachings, and academic skills. Students are prepared to take their place in a challenging and changing world.

Our Lady of Victory was founded in 1957 to service the growing Catholic community in Victoria, Texas. On September 4, 1957, it opened its doors to 231 students from grades one through four. Our Lady of Victory remains indebted to the Sisters of the Incarnate Word and Blessed Sacrament for initially staffing the school with five sisters. Their presence continues as they provide a sister as principal for the school.

In 1967, Our Lady of Victory School became fully accredited by the Texas Education Agency as an educational institution for kindergarten through eighth grade. Two years later, Our Lady of Victory School reorganized its curriculum using a more eclectic approach to meet the needs of students with different learning styles. This curriculum organized learning experiences around individual needs, whether the students work alone or in groups. It incorporated the student's skills and abilities in terms of knowledge desired (evaluations for teaching) and knowledge acquired (evaluations for mastery). The hallmark of the school's curriculum was small group instruction. Students' needs were addressed through "contract" instruction during math and reading, thus providing opportunities for students to grow academically while becoming responsible and independent learners. The program was so successful that the Texas Education Agency recognized Our Lady of Victory School as a "Demonstration School of Individualized Instruction."

Using standardized test data to guide professional development, Our Lady of Victory makes educational goal setting a high priority. With a focus on meeting the needs of all students, teachers have been involved in a series of in-services based on differentiated instruction. From participating in an in-service entitled "How Difficult Can This Be?" which addressed the needs of students with learning disabilities to having every teacher certified in Gifted and Talented Education by the end of this school year, OLV is committed to reaching every student.

The core curriculum is enhanced with art, music, computer literacy, and guidance. Electives offered in 7th and 8th grade include Algebra, MathCounts, Home Economics, Shop, Yearbook, Drama, Speech, and Journalism. This carefully designed program of study prepares each student for high school. Ninety-three percent of last year's eighth grade class now attends St. Joseph High School, the local Catholic high school.

Our Lady of Victory students have many opportunities to share their unique gifts through involvement in a variety of activities. Although OLV has been involved in PSIA (Private School Interscholastic Association) for only five years, 42 students were eligible to attend the state meet this past year. Additionally, 36 % of this year's seventh grade class was invited to participate in the Duke University Talent Identification Program. OLV has also had a national art winner in the Catholic Daughters of America Education Contest and a national winner in the Zaner-Bloser Handwriting Contest.

Not only has the school thrived academically, but it also continues to cultivate the faith life of each child who enters its doors. Students attend weekly Mass and participate in over 70 community service projects every year. Working in partnership with parents to provide the best education possible, OLV continues to foster a life based on the Gospel values as taught in the life of Jesus.

INDICATORS OF ACADEMIC SUCCESS

PART IV-1: ASSESSMENT RESULTS

Our Lady of Victory School administered the Tenth Edition of the Stanford Achievement Test (SAT 10) in March to every student in grades one through eight. Every student in grades two and six also took the Otis-Lennon School Ability Test (OLSAT) during this same time. The SAT is a norm-referenced test sanctioned by the Diocese of Victoria comparing the diocesan student's scores to the scores of all students in the nation taking the same test. The OLSAT measures a student's ability against his own achievement level.

The Reading section of the SAT 10 provided significant results in several grade levels. In order to qualify for Blue Ribbon School status, Our Lady of Victory School's eighth grade class had to achieve a National Percentile Rank (NPR) of 72% in Total Reading to be in the top 10% in the nation. The eighth grade class scored 80% in Total Reading. In fact, both the 8th grade and 7th grade classes have scored in the top 10% nationally for the past five years in Total Reading. Additionally, grades two and six also scored in the top 10% in Total Reading while grades three and five were within five percentage points and three percentage points respectively, from being in the top ten percent.

Another significant piece of data is the scaled scores. Scaled scores are suitable for studying change in performance over time. The SAT 10 showed that reading scores progressively increased from the first through eighth grade in the three years that Our Lady of Victory School has used the tenth edition of the Stanford test.

Total Math scores on the Stanford 10 also show significant results. Students in the eighth grade scored in the 84th percentile, well above the 78% necessary to be in the top 10% in the nation. Also, both the 8th and 7th grade class has scored in the top 10% nationally in Total Math for the past three and four years respectively. Grades two, three, five, six, and seven also performed in the top 10% nationally, with students in the fourth grade being just out of the top 10% by two percentage points.

Scaled scores in the Total Math category also demonstrated that math scores progressively increased in grades one through eight. Another indicator of a strong overall math program at Our Lady of Victory School is in the stanine scores. Stanine scores are based on a nine-point score scale in which scores 1-3 reflect below-average scores, scores 4-6 reflect average scores, and scores 7-9 reflect above-average scores. In the total OLV math program in grades one through eight, 33% (8) math subtests were in the high average (6th stanine) range while the other 66% (16) of the 24 math subtests were in the above average (7-9) stanine range. All of this interpretative data is used to formulate learning goals on a school level as well as individual grade levels.

PART IV-2: USING ASSESSMENT RESULTS

Our Lady of Victory School administers the SAT 10 in March to every student in grades one through eight, and teachers disaggregate the data in May during a school-wide workday. All teachers are involved in the disaggregation of the testing data because individual student goals, grade level goals, and school goals are formulated during this time. Since there are two teachers in every grade level, these teachers work as a team to interpret the data. Teachers use notebooks that contain grade level goals, school-wide goals, and a longitudinal study on each student. The administration of Our Lady of Victory School designed this diagnostic assessment five years ago in order to eliminate gaps in the OLV curriculum. The majority of schools in the Victoria Diocese now use this instrument to evaluate their own curriculum.

Each team of teachers begins the assessment process by completing a Class Performance Standards Chart. This chart contains a list of the subtests in each cluster. Each student's name is posted across the top of the chart. Students scoring below average in a particular subtest are delegated a check. Subtests with the most checks are identified as being a weakness and designated as a grade level goal. Goals that consistently overlap across grade levels are identified as school goals.

Students are monitored on an Individual Scaled Score Chart. Scaled scores are posted for every subtest on individual students. A scaled score, which is a mathematical transformation of a raw score, can be used to note growth over time. A yearly increase in scaled scores is an indicator of student growth in that particular subtest. This study is particularly helpful when explaining a student's progress to parents.

Assessment data is also used to identify students who might benefit from further testing through the local Independent School District.

PART IV-3: COMMUNICATING ASSESSMENT RESULTS

Communication is an integral part of the success of Our Lady of Victory School. The school's mission speaks to a shared investment of education in its statement, "Through the partnership of Church, school, and family, Our Lady of Victory School empowers students to grow spiritually, morally, intellectually, and socially as children of God." This partnership is built on open communication.

Because the SAT achievement results arrive at the end of the school year, individual student results are shared with parents through a letter from the principal explaining the results. Parents are encouraged to call the school if they would like more information regarding the report. The principal shares detailed statistics with the Advisory Council and Pastor during the summer. At the beginning of each school year, the administrative team gives a comprehensive report to parents during the first Parent Teacher Club (PTC) meeting.

During a "Meet the Teacher Night" at the beginning of each year, teachers share subject area goals and expectations with parents. Course syllabi and timelines are distributed at this time. Additional avenues of communication include both informal and scheduled conferences. Parent-teacher conferences are scheduled at the end of the first nine-weeks to distribute report cards and discuss any parental concerns.

Since middle school can be difficult for some students, the 7th and 8th grade teachers hold conferences with the parents of students who have struggled during the prior year. This conference sets a positive tone for the up-coming year and reassures parents that all students are important.

The OLV website alerts parents to current and up-coming school events, news, and commendations throughout the year. Additionally, each teacher has an individual website designed for open communication with parents.

Phone calls, personal notes, individual conferences, and the principal's monthly newsletter all contribute to a partnership built on open communication.

PART IV-4: SHARING SUCCESS

The administrative team at Our Lady of Victory School has an extensive background in educational assessment and has developed a SAT 10 assessment instrument that defines the strengths and weaknesses of a school's curriculum. This data disaggregation tool makes it easy for schools to set grade level as well as school goals. The OLV administrators presented this instrument at a monthly Victoria Diocesan principal's meeting, and the majority of schools in the diocese now evaluates their curriculum and sets school goals using this tool. Individual in-services were also presented at each school.

Students from the local University regularly observe classes at Our Lady of Victory School to study our "contract" system of individualized instruction. Additionally, an OLV teacher who taught early childhood classes at the University presents in-services for early childhood facilities around Victoria. This same teacher conducts two mandatory in-services per year for 42 parents who serve as classroom aide volunteers.

Thirty-three percent of OLV teachers have been trained to serve on accreditation teams for Texas Catholic schools, and OLV's administrators serve as accreditation chairpersons. Additionally, one administrator and three teachers attend the National Catholic Educational Association Conference each year in order to share the latest educational information with the faculty. The Title I teacher also attends the yearly Texas State Technology Conference.

Other ways that Our Lady of Victory School shares success are through the school's website, the principal's monthly newsletter, the Diocesan newspaper, and the local city newspaper. Students are recognized in the media for Honor Roll, Light of Christ Award (good deeds toward fellow classmates), athletic accomplishments, academic competitions, fine arts concerts and competitions, and service projects. Students are also recognized for their leadership skills by local city organizations such as the Lions Club, Pilot Club, and the Optimist Club.

PART V: CURRICULUM AND INSTRUCTION

PART V-1: CURRICULUM

Our Lady of Victory School uses a comprehensive curriculum designed by the Diocese of Victoria that includes the Texas Essential Knowledge and Skills. The uniqueness of the curriculum is in the "Contract System," an individualized group of assignments given weekly to students in grades one through six. These lessons reinforce the material taught during small group math and reading instruction. Assignments are primarily in the disciplines of reading, language arts, and math, with added assignments in science, social studies, religion, and handwriting. The "Contract System" encourages student development of study skills and time management, and it empowers students to be active, responsible learners. Forty-two teacher aides assist students with contract lessons while the teacher conducts the small group instruction. These full or part-time aides are parents who have undergone background checks and extensive and mandatory training in school and classroom procedures. They are a vital component of the "Contract System."

Language Arts is a balanced approach to grammar, writing and mechanics. It seeks to integrate writing skills with speaking and thinking skills. A wide variety of resources are used to keep students engaged in learning. Technology such as PowerPoint and United Streaming is used to introduce or reinforce concepts. All learning styles are addressed through these multiple presentation methods. Twenty students advanced to the 2007 State PSIA State Competition in Language Arts.

Science is a challenging curriculum that provides opportunities for students to learn and apply scientific process skills such as inferring, hypothesizing, predicting, and critical thinking. The National Science Standard of 40% lab investigations offers students hands-on experiences and incorporates the skills of cooperative learning. The Science Fair allows the community an insight into student's investigative processes, and field trips to NASA, the DuPont Wetlands, and the Coletto Power Plant Environmental Project round out a comprehensive science program.

The **Social Studies** curriculum develops an appreciation of the world and its diverse peoples. The school avails itself of opportunities through the use of technology, research projects, and field trips to the heart of Texas Independence, visiting Goliad and Gonzales. Additional field trips are to the Natural Bridge Caverns and the historical George Ranch.

Kindergarten through eighth grade participate in the **Spanish** curriculum. Every grade learns the skills of listening, speaking, reading, writing, cultural awareness, and language. Prayers are memorized in Spanish and recited daily. Spanish Christian songs are used for fluency and pronunciation. Spanish holidays are celebrated in liturgical services and throughout the school. Spanish is a core course for 7th and 8th grade students. These students attend Spanish class all year long for 45 minutes every other day.

Health and Physical Education uses the Coordinated Approach to Child Health Curriculum. Along with teaching fitness and good nutrition, it teaches fair play, helping others, and accepting differences in others. Students participate in Jump Rope for Heart and individual fitness assessments.

Music provides interactive learning through listening, singing, playing both rhythmic and pitched instruments, and playing recorders, autoharps, and tone chimes. OLV's choir won Superior Ratings at the Blinn College Choral Meet for the past four years. **Art** enables students to express themselves in various media. They excel in the city wide Juried Youth Art Contest.

Mathematics is a manipulative based curriculum that builds from concrete presentations to visual and symbolic presentations. Problem solving strategies presented in an age-appropriate, step by step process at each grade level are strengths of this curriculum. Being consistently in the top 10% nationally in math in every grade, having 16 students advance to the 2007 State PSIA contest in math, and having the OLV MathCounts team as a Chapter Competition Finalist attest to a strong math curriculum.

PART V – 2: READING

Our Lady of Victory School uses an integrated Language Arts program in which students experience oral language in conjunction with learning communication skills. A major component of early reading development is phonics. Students in grades one through three are exposed to an adaptation of alphabetic phonics based on the Orton-Gillingham approach to teaching basic language skills. This multi-sensory curriculum uses all the senses to teach reading, spelling, and handwriting. The real value of integrating this program into the regular language curriculum is that students who have borderline reading problems that may never be diagnosed are helped immeasurably. Students receive valuable instruction usually only available through private tutoring.

Students in grades two through six are also involved in the Accelerated Reader program, being able to test on a daily basis using computers available in every classroom. Additionally, parents participate in the reading program by setting good examples of reading at least 15 minutes each night with their children.

Students in the upper grades six through eight are provided with opportunities to read from a wide range of genres in order to develop their vocabulary and literary skills. Vocabulary study, the development of critical reading skills, and connecting reading and writing through the use of class novels and library book

projects add variety to the daily curriculum. Eighth grade students culminate their middle school experience completing a research paper either in conjunction with a science fair project or based on a class novel.

The library is a vital component of Our Lady of Victory School. The librarian begins each school year by giving every grade level a general orientation of the library. Teachers then have a regularly scheduled weekly time for library use. The librarian is available to teach library skills based upon the needs of each class.

PART V-3: RELIGION

The mission of Our Lady of Victory School is conjunctive with the evangelical mission of the Catholic Church to proclaim the gospel of Jesus Christ through educational experiences. The OLV religion curriculum is an age appropriate, faith building program that teaches students to live out their discipleship among their peers, families, and school and parish communities. The program provides an opportunity for developing personal prayer life, participating in liturgical experiences, and exercising personal commitment through the sharing of spiritual gifts, temporal goods, and service.

Service projects are very important in teaching students to live out discipleship. Each month, every class is involved in a service project. For example, in October, second grade collected new or gently worn jackets for the local shelters in preparation for winter. Other school organizations such as the Leo Club, the Green Club, the National Junior Honor Society, and Student Council donate countless hours to help the less fortunate. Throughout the year, students perform more than 70 service projects.

Students also collect money for various benefits. The Early Childhood Center holds a Bike-A-Thon to collect money for St. Jude Hospital. They also collect “Pennies from Heaven” for the Leukemia Foundation. The upper grades collect money for a local nun on a mission in Africa.

Another program that is unique to the OLV campus is the “Light of Christ.” This program allows students to nominate classmates they have noticed doing a good deed. The nominated students have their names posted on a special “Light of Christ” bulletin board in the cafeteria.

Students are also very involved in church activities. Since students attend Mass weekly, they act as lectors, altar servers, and gift bearers. They also donate their time as altar servers for funerals or additional Holy Day Masses. Gospel values are truly practiced at OLV.

PART V-4: INSTRUCTIONAL METHODS

Our Lady of Victory School became fully accredited by the Texas Education Agency in 1967. Two years later, Our Lady of Victory completely revamped its curriculum delivery in order to meet the needs of students with different learning styles. The uniqueness of the curriculum was that it organized learning experiences around individual needs. Students receive small group instruction in reading and math with the teacher while others work on individual “contracts.” The lessons in these contracts reinforce skills introduced during the small group. Each contract is personalized according to the level of the student. Contracts also contain extension activities that challenge students. Many of the contract lessons include the use of manipulatives. At least one aide is available in every classroom to assist students while the teacher is conducting a small group lesson. If students have questions, they raise their hands and the aide is there to help. When students complete a lesson and are ready to be checked, they get out their library book and read. This is the aide’s way of knowing the student is ready to be checked. This approach to learning teaches students time management, accountability, organization, and patience. Our Lady of

Victory School continues to use this method of instruction for math and reading in grades one through six.

In the upper grades, teachers use a variety of instructional methods to engage students. Direct instruction, demonstrations, labs, role-playing, cooperative learning, peer tutoring, educational games, individual projects, guest speakers, and field trips are just some of the methods. Technology involving PowerPoint, United Streaming, and computer assisted learning is also used. Students have access to two computer labs, one of which is in the eighth grade classroom. Additionally, each classroom has at least one computer with internet access and each teacher has a laptop computer.

PART V-5: PROFESSIONAL DEVELOPMENT

Professional development is a high priority at Our Lady of Victory School and is guided by three elements. First, gaps in curriculum alignment noted by the Stanford 10 test data analysis generate both grade level and school goals. In order to address these goals, OLV will bring in specialists to work with teachers in that particular area. One example of this is demonstrated in a pre-writing goal set two years ago. SAT 10 test data showed that 14% of OLV students were below average in pre-writing skills. OLV contacted the Regional Educational Service Center which arranged for a writing specialist to conduct a two day in-service at the beginning of the last school year. Teachers taught the new skills to students during this past year, and test results reflected that pre-writing was no longer an issue.

The second element in determining a professional development focus is identified student needs. Three years ago OLV had a number of students who were struggling learners. Parents had several of these students evaluated by private testing agencies, and teachers were given lists of modifications to use for these students. An in-service was held for teachers of learning disabled students to sensitize them to the world of the LD student and to educate them toward different modes of interaction with the students. This year, OLV is addressing the needs of the gifted learners. By the end of this school year, every teacher and administrator at OLV will be certified in Gifted and Talented Education. OLV intends to use this training to enhance teaching strategies for all students.

The third element guiding professional development is teacher solicited. Teachers are encouraged to attend professional development to satisfy their needs. Our Lady of Victory School pays for the training and hires substitutes for the time required.

**ASSESSMENT RESULTS
OUR LADY OF VICTORY SCHOOL**

Name of Test Stanford Achievement Test 10th Edition
Form, Year Form A, 2002 NORMS
Publisher Harcourt, Inc.

Name of Test Stanford Achievement Test 9th Edition used in 2002-03
Form, Year Form S, 1995 NORMS
Scores are reported as percentiles.

	2006-07	2005-06	2004-05	2003-04	2002-03
Testing month	March	Sept.	Sept.	Sept.	March
Grade 8					
Reading	80	79	75	73	79
Mathematics	84	84	77	75	85
Number of students tested	42	43	48	43	44
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Subgroup Name: Hispanic					
Reading	N/A	N/A	82	N/A	N/A
Mathematics	N/A	N/A	80	N/A	N/A
Number of students tested	6	4	10	7	7
Grade 7					
Reading	77	76	84	79	74
Mathematics	83	76	85	76	80
Number of students tested	44	47	41	48	44
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Subgroup Name: Hispanic					
Reading	N/A	N/A	N/A	91	N/A
Mathematics	N/A	N/A	N/A	70	N/A
Number of students tested	5	8	5	11	8

**ASSESSMENT RESULTS
OUR LADY OF VICTORY SCHOOL**

Name of Test Stanford Achievement Test 10th Edition
Form, Year Form A, 2002 NORMS
Publisher Harcourt, Inc.

Name of Test Stanford Achievement Test 9th Edition used in 2002-03
Form, Year Form S, 1995 NORMS
Scores are reported as percentiles.

	2006-07	2005-06	2004-05	2003-04	2002-03
Testing month	March	Sept.	Sept.	Sept.	March
Grade 6					
Reading	82	68	65	71	80
Mathematics	85	72	66	74	84
Number of students tested	35	41	41	40	49
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Subgroup Name: Hispanic					
Reading	N/A	N/A	N/A	N/A	86
Mathematics	N/A	N/A	N/A	N/A	83
Number of students tested	6	5	7	8	11
Grade 5					
Reading	80	68	66	65	77
Mathematics	85	62	63	61	76
Number of students tested	32	29	42	39	39
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Subgroup Name: Hispanic					
Reading	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A
Number of students tested	6	4	7	7	7

**ASSESSMENT RESULTS
OUR LADY OF VICTORY SCHOOL**

Name of Test Stanford Achievement Test 10th Edition
Form, Year Form A, 2002 NORMS
Publisher Harcourt, Inc.

Name of Test Stanford Achievement Test 9th Edition used in 2002-03
Form, Year Form S, 1995 NORMS
Scores are reported as percentiles.

	2006-07	2005-06	2004-05	2003-04	2002-03
Testing month	March	Sept.	Sept.	Sept.	March
Grade 4					
Reading	67	70	54	62	78
Mathematics	77	69	49	66	75
Number of students tested	37	38	30	47	41
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Subgroup Name: Hispanic					
Reading	N/A	N/A	N/A	46	54
Mathematics	N/A	N/A	N/A	44	58
Number of students tested	6	7	5	11	11
Grade 3					
Reading	69	61	61	63	69
Mathematics	79	61	61	53	87
Number of students tested	38	35	42	28	45
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Subgroup Name: Hispanic					
Reading	N/A	N/A	N/A	N/A	43
Mathematics	N/A	N/A	N/A	N/A	72
Number of students tested	5	6	8	5	11

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	2006-07	2005-06	2004-05	2003-04	2002-03
Testing month	March	Sept.	Sept.	Sept.	March
Grade 2					
Reading	75	49	61	66	73
Mathematics	77	53	63	71	67
Number of students tested	44	36	36	41	33
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Subgroup Name: Hispanic					
Reading	N/A	N/A	82	69	N/A
Mathematics	N/A	N/A	80	72	N/A
Number of students tested	7	6	5	10	7
Grade 1					
Reading	55	56	58	70	84
Mathematics	62	60	57	52	79
Number of students tested	52	36	34	34	47
Percent of total students tested	100	100	100	100	100
Number alternatively assessed	0	0	0	0	0
Percent alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Subgroup Name: Hispanic					
Reading	57	N/A	N/A	75	84
Mathematics	54	N/A	N/A	56	77
Number of students tested	12	5	5	10	12