

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 (PK through 8)
 Charter Title I Magnet Choice

Name of Principal: Mrs. Linda Grace

Official School Name: Our Lady of Victory Catholic School

School Mailing Address:
211 Kirkley Road
Tyrone, GA 30290-1504

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

Telephone: (770) 306-9026 Fax: (770) 306-0323

Web site/URL: www.olvpatriots.org E-mail: lgrace@olvpatriots.org

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

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Diane Starkovich

District Name: Archdiocese of Atlanta Tel: (404) 888-7833

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Meg Stitt

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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)

Does not apply to private schools

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. 3 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	8	9	17	7	8	15	23
K	13	13	26	8	18	18	36
1	17	11	28	9			0
2	9	8	17	10			0
3	10	15	25	11			0
4	12	16	28	12			0
5	7	17	24	Other			0
6	14	24	38				
TOTAL STUDENTS IN THE APPLYING SCHOOL							262

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
9 % Asian
21 % Black or African American
9 % Hispanic or Latino
3 % Native Hawaiian or Other Pacific Islander
56 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is 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.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1.	275
(5)	Total transferred students in row (3) divided by total students in row (4).	0.029
(6)	Amount in row (5) multiplied by 100.	2.909

8. Limited English proficient students in the school: 6 %

Total number limited English proficient 16

Number of languages represented: 3
Specify languages:

Gujarati, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 17

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals 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 %

Total Number of Students Served: 9

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

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>15</u>	<u>5</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>3</u>
Support staff	<u>6</u>	<u>4</u>
Total number	<u>27</u>	<u>15</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	97%	97%	98%	97%
Daily teacher attendance	95%	97%	97%	91%	98%
Teacher turnover rate	25%	17%	17%	30%	24%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

During 2004-2005, several teachers suffered injuries and illnesses with long-term disabilities.

A significant number of teachers with military spouses have relocated. The school has many young teachers who have started families. Several teachers have retired, and several have moved out of state related to spousal job relocations.

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

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

In 1999, the Archdiocese of Atlanta opened Our Lady of Victory Catholic School in response to the overwhelming need for Catholic education on the south side of metro Atlanta, Georgia.

The school, in partnership with family and Church, has flourished since its inception. The school's mission is to provide a community where faith, trust, hope, and love for God is encouraged and developed. The school is dedicated to teaching the doctrine of the Roman Catholic Church in a challenging, academic environment, and it strives to promote life-long learning through critical thinking, intellectual curiosity, and social responsibility.

Our Lady of Victory Catholic School is an Atlanta Archdiocesan regional school, enrolling students from eleven area feeder parishes. The school serves a diverse population of students from pre-kindergarten through eighth grade, including many students from military families. Current enrollment is 262 students. The faculty and staff include 20 teachers, 63% of whom have at least a master's degree, 7 paraprofessionals, a media specialist, school counselor, nurse, cafeteria staff, and building maintenance. The school has a speech-language pathologist available to support its students.

In the Spring of 2002, the school received its initial accreditation by the Southern Association of Colleges and Schools (SACS). In February of 2007, the school's pre-kindergarten program was successful in receiving full accreditation by SACS. The school applied for accreditation by the Southern Association of Independent Schools (SAIS), along with re-accreditation by SACS in 2007, and was successful in receiving dual accreditation by SAIS and SACS. In addition to SAIS and SACS, the school is a member of the National Catholic Educational Association, Georgia Independent School Association, National Council of Teachers of Mathematics, National Junior Honor Society, National Junior Beta Club, and National Association of Secondary School Principals.

Our Lady of Victory Catholic School is in its tenth year and has continued to maintain its strong Catholic identity and academic excellence. The curricula is based on sequential skill development and acquired knowledge in religion (including sacramental preparation), science, mathematics, reading, language arts, social studies, music, physical education, art, guidance, library science, Spanish, and computer. The resource department includes both support services and enrichment services to ensure that all students reach their full potential. The Archdiocese of Atlanta provides a defined set of benchmarks and standards for core curricula areas.

Student learning is further enriched with state-of-the-art technology, including, but not limited to, interactive whiteboards in all academic classrooms, a full-capacity computer lab, and its own weather station, which facilitates interactive applications and enables 100% student participation. Our Lady of Victory Catholic School has its own television production studio, WOLV, which provides opportunities for students to learn broadcasting and reporting skills.

The school continues to enhance its technology, as a result of the generous donations received from the school community and the promotion of its annual fund. The Home and School Association, comprised of parent volunteers, supports the school through community and fund-raising events, including the school's annual auction.

The school's traditions enhance community relations. The school hosts a monthly "family" spaghetti dinner to foster family and community unity. Some traditions include Grandparents' Day, interscholastic sports program, drama program, school choir, student-led yearbook and newspaper, Sunshine Math Program, St. Jude's Math-A-Thon, Duke TIP Program, John Hopkins University Enrichment Program, student-led weekly

Masses and/or prayer services, and school-wide and faculty retreats. With minimal staff, the school continues to offer a wide range of opportunities to accommodate the multiple intelligences of its students.

Our Lady of Victory Catholic School is committed to continuous improvement in fostering its Catholic identity and maintaining academic excellence.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Our Lady of Victory Catholic School administers its standardized testing in the Spring. The Iowa Test of Basic Skills (ITBS) is administered to students in grades 2 through 8. The Cognitive Abilities Test (CogAT) is administered to students in grades 2, 5, and 7. All students in the afore-referenced grades are included in our testing. The testing website is www.riversidepublishing.com.

The ITBS provides the school with a measure of performance, and the CogAT provides the school with a measure of a student's ability. Both testing instruments are published by Riverside Publishing Company.

Due to the transient nature of our school population, including families from both the military and airlines, the school's instructional strategies must reach a wide range of student needs. Since the school's test results reveal minimal variation, this is evidence that the school's effective and diversified instructional strategies accommodate its students' needs and ensure student success. The school's reading average scores ranged from the 78th to the 83rd percentile over the past 5 years, and its math average scores ranged from the 74th to the 82nd percentile.

There are various reasons that substantiate the insignificant fluctuation in year-to-year averages. During the 2005-2006 school year, the school welcomed many students from the Louisiana area to accommodate Catholic school students after the damages from Hurricane Katrina were realized. The school was most willing to accept this challenge. As a result, its reading and math averages declined slightly that year. The reading average went from the 83rd to the 78th percentile, and the math average went from the 82nd to the 77th percentile. Also, during the 2007-2008 school year, the school's English to Speakers of Other Languages (ESOL) population increased, and the school's reading average decreased slightly from the 80th to the 78th percentile.

In its efforts to achieve continuous improvement, the school has addressed both reading and math. The school has supplemented its math curriculum with additional math minutes, allocated to reinforce basic math skills in grades kindergarten through 8. The school has formed a reading comprehension committee, which meets regularly. This committee shares strategies that have proven to be successful across grade levels. The school has also upgraded its Science Research Associates (SRA) reading program in grades kindergarten through 6. The school's resource department has been restructured to allow greater concentration on reading and math to better serve its students with learning differences, including its ESOL students. The department now includes one full-time resource teacher, one counselor, and one part-time resource teacher to serve its students.

The school is consistently within the 90th percentile of national school norms for both reading and math. Thirty-nine per cent (39%) of the school's 4th and 5th grade students and thirty-three (33%) of the school's 7th grade students are eligible to participate in the Talent Identification Program (TIP) offered by Duke University. Thirty-eight percent (38%) of our students in grades 2 through 8 qualify for the John Hopkins University Academic Talent Search. Students must be in the 95th percentile or higher on the reasoning section of a nationally normed test to qualify for this program. Some of the school's 7th and 8th grade students pursue this opportunity to sit for both the ACT and SAT college entry exams.

In addition to the school's annual comprehensive review and evaluation of its standardized assessment data, the assessment results are routinely reviewed to ensure that learning is maximized through continuous improvement and subsequent adjustments to its curriculum and instructional strategies.

Our Lady of Victory Catholic School is proud of its past but recognizes that its future relies on continued self-reflection to meet the evolving needs of its diverse student body.

2. Using Assessment Results:

Our Lady of Victory Catholic School reviews and analyzes assessment results on an ongoing basis. Standardized test (ITBS) scores are reviewed by the resource department and principal to ascertain strengths and weaknesses to provide an objective look at the school and its programs. Curricula revisions are implemented and professional development is researched and scheduled to best address the weaknesses identified.

To accommodate diverse academic challenges, the school has implemented the Explore Program for grades 3 and 4 and the Challenge Program that includes grade 2. Assessment results are utilized to identify eligible students for these programs.

Identified weaknesses in reading and spelling have promoted differentiated instruction in these areas. The Orton-Gillingham Program has been successfully implemented to enhance students' reading and spelling skills. Also, the school's resource program utilizes a variety of reading strategies to serve students with diverse learning needs.

Further, in response to identified weaknesses in reading comprehension, the school upgraded its SRA reading program. A reading comprehension committee meets regularly to share reading strategies across grade levels. The committee established a goal to increase its reading comprehension scores on the ITBS by at least one percentile point during the committee's first year, 2008-2009.

Weaknesses identified in computational skills have prompted additional minutes to the weekly mathematics schedule. This time is solely dedicated to drills of basic math facts.

Additionally, assessments have been utilized to supplement student instruction outside the core curriculum. Weekly tutorials in all academics were incorporated in 2006-2007 to satisfy the need for middle division student support. A writing program was implemented in 2006-2007 to improve writing skills across the curriculum.

To enhance the students' geography skills, the school's unique "Where in the World is Mr. Crane Program" was initiated. This program involves students school-wide in a fun, competitive, game-like strategy to improve geography skills.

3. Communicating Assessment Results:

At Our Lady of Victory Catholic School, teachers partner with parents to create the optimal learning community. The school provides many avenues of continuing open communication between parents and teachers.

At the commencement of each school year, the school holds a welcoming parent-teacher evening that allows parents and teachers to communicate common goals and share ideas for the year. This event lays the groundwork for regular communication throughout the school year.

The school lauds student academic achievement, sports achievements, student character, and community service activities. Science, social studies, art, and literature projects are showcased throughout the school.

The school communicates to parents, students, and the community through various methods, including weekly folders that contain the students' graded work, local newspapers, *The Georgia Bulletin* (the official Archdiocesan newspaper), school newspaper, WOLV (the school's student-run news broadcast), Beta Club bulletin board, trophy cases, principal's coffees, and pre-scheduled school-wide conference days, in addition to parent conferences throughout the year. Also, a TV monitor in the front lobby provides ongoing student recognition and reminders, and it loops continuously throughout the school day. Parents are invited to call or e-mail teachers with questions, thoughts, ideas, and/or concerns. Parents may also, whenever necessary, take advantage of the principal's open-door policy.

In 2008, the school began using Edline to provide students' grades on-line. Report cards are distributed quarterly and progress reports are distributed mid-quarter.

Honor assemblies are held each quarter to recognize student academic success. National Junior Honor Society and National Junior Beta Club inductions are held annually.

Each summer the school sends home ITBS results with an explanation page containing the test scores and terms. In addition, a matrix is prepared comparing the previous two years' test data with the current year. Parents desiring further explanation may call or meet with faculty and/or administration.

4. Sharing Success:

When a program brings success to Our Lady of Victory Catholic School, the idea is shared far and wide. The school is a part of the Archdiocese of Atlanta and a member of the National Catholic Educational Association, Southern Association of Independent Schools, Southern Association of Colleges and Schools, National Association of Secondary School Principals, and Georgia Independent School Association. Faculty are members of various professional and curriculum-specific organizations, such as the National Council of Teachers of Mathematics and the International Reading Association. Being active members in these professional groups allows the administrators and teachers the opportunity to share their successes with other professionals.

The Archdiocese of Atlanta's principals meet regularly and share useful information. The principals are very close and do not hesitate calling or e-mailing each other to share information, to ask questions, or to seek advice. Faculty members benchmark at other Archdiocesan schools and public schools to observe best teaching practices and strategies and share successes, as well. The counselors and resource teachers of the Archdiocese of Atlanta also meet regularly and share success stories.

Members of our faculty serve on multiple committees in different areas and give presentations at staff meetings and local conferences. Our teachers take part in curriculum development in many different ways, including participation in Archdiocesan curriculum rewriting committees, textbook selection, and professional development.

Successes are shared on the school website, classroom newsletters, school newspaper, school yearbook, principal's weekly newsletter, WOLV, *The Georgia Bulletin*, local newspapers, parish bulletins, the school's annual report, and the school's brochure. The school is dedicated to excellence in Catholic education by fostering spiritual and academic growth for all students in its school community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our Lady of Victory Catholic School follows the Archdiocese of Atlanta's curriculum. The mission of the school is to create a nurturing environment grounded in Catholic faith, which provides for the spiritual and academic development of each child.

Religion: The school's religion curriculum and faith activities are grounded in the four pillars of the Catechism of the Catholic Church. The religion program is an integral part of student life designed to develop a vibrant faith response that is grade-level appropriate. The program includes Eucharistic celebrations, service projects, sacramental preparation, and family life instruction. Religion is integrated throughout the curriculum.

Language Arts: The study of language arts is varied and wide in scope. Depending upon grade placement, each student receives instruction in the following areas: speaking, listening, reading, written expression, literature, vocabulary, spelling, non-verbal language, and research skills. Language arts skills are integrated throughout the curriculum.

Mathematics: The school's math curriculum incorporates numbers and operations, measurement, data analysis and probability, geometry, and algebra. The curriculum includes a very detailed scope and sequence to identify the stages of comprehension. Students are involved in mathematic competitions, including Math Counts, Georgia Mathematics League, and National Junior Beta Club.

Social Studies: The curriculum is organized around the themes of historical understanding, citizenship, geography, and economics. The themes provide the framework for the development of historical and geographical skills and an appreciation for the basic tenets of state and national government and economic concepts.

Science: The science curriculum incorporates our Catholic faith into its science instruction in the areas of creation, life, and forces of the universe. The curriculum is inclusive of the study of scientific inquiry, environmental science, earth science, life science, and physical science. The school has a state-of-the-art science lab that is utilized by middle division students. The lab is equipped with TV monitor, interactive board, projector, and 6 computers. The school recently invested in its own weather station to enrich the study of meteorology.

Technology: The technology curriculum promotes student proficiency in computer applications necessary to thrive in the digital age. These include Microsoft Office Professional Suite, virtual manipulatives, and integrated core projects. Research projects integrate technology in all subject areas and also enforce the necessity of evaluating websites. In addition, the iSAFE curriculum is used to emphasize Internet safety. The computer lab includes 30 desktop computers and each classroom is equipped with a minimum of 4 computers.

Music: The music program emphasizes basic musical concepts, such as scales, timing, and rhythm. The program also incorporates culture and history. The school's program includes a choir and music/drama club, presentation of seasonal musical programs, and liturgical music at school Masses.

Visual Arts: The school's art program encourages self expression. Students are exposed to hands-on learning experiences, visual technology, cultural arts programs, field trips, and projects.

Physical Education: The school's physical education program allows each student to participate in activities with various games and activities from different countries and cultures. The school promotes both individual and team sports. The school participates in an interscholastic sports league including soccer, volleyball, basketball, and track and field.

Foreign Language – Spanish: The school incorporates best practices from the National Foreign Language Standards. Students study the following aspects of foreign language: communication – interpersonal, interpretive, and presentation; cultural practices; cross-curricular connections and comparisons; and usage of language beyond the school setting and show of evidence of becoming life-long learners. All students are enrolled in Spanish. Seventh and eighth grade students are enrolled in daily Spanish classes one full quarter, and once per week throughout the school year. The foreign language curriculum clearly meets the requirements of the NCLB-BRS Program.

2a. (Elementary Schools) Reading:

Our Lady of Victory Catholic School recognizes that the ability to read is crucial to the success of every student. It is this academic skill that lays the foundation for all learning. The school's reading program integrates writing and literary interpretation to encourage literacy growth across the curriculum.

In kindergarten, the aBeka program has been adopted. All of the materials in this program work together to give a thorough, enjoyable, and highly teachable phonics approach to reading. Grades 1 through 4 use Macmillan/McGraw-Hill Treasures reading program. This program is a researched-based, comprehensive Reading/Language Arts program that gives our teachers the resources they need to help all of their students succeed. Classic literature and trade books are incorporated into the school's lower division reading program, as well as the basal reader. SRA reading labs supplement the school's existing reading program.

The school researched programs that would provide a different approach to reading for its fifth grade students. The school selected Junior Great Books, and the series has proven to develop essential literacy skills.

The middle division literature program encompasses many genres including biography, historical fiction, real-life fiction, Greek mythology, poetry, and short stories. Many creative endeavors are used to explore the elements of literature through the Prentice Hall series. Students engage in literary circles, dramatic presentations, and journal and creative writing.

The school's media specialist and reading specialist are actively involved with all reading programs in the school. The media specialist employs a very creative way of engaging students in the Accelerated Reading Program, as well as the Archdiocesan Battle of the Books competition.

The school community continuously seeks new avenues to ensure that the school is an exemplary place for its students to become life-long readers.

2b. (Secondary Schools) English:

N/A

3. Additional Curriculum Area:

Science: Our Lady of Victory Catholic School's science curriculum is unique in that it blends core curriculum classroom work with hands-on practical applications through labs. One of the school's unique labs includes the 2nd grade butterfly garden, a creative hands-on approach to science.

In addition, the school competes in a science competition called Science Olympiad. Science Olympiad is often compared to a track meet where a school team participates in 23 team events. Emphasis is placed on hands-on science and problem solving with students working in teams toward a shared goal.

Science Olympiad has improved our science curriculum and instruction. For example, the lead coach has incorporated Olympiad-style strategies and challenges into daily lesson plans, i.e., mystery powders or forensic mysteries has become a new chemistry lab challenge.

Further, science projects are coordinated with the computer teacher for the students in the middle division. These projects encourage more independent and responsible learning while applying technology skills within the science curriculum. Such projects include a planet PowerPoint project, a Publisher tri-fold brochure on a cell analogy, and a magnetism website project using HTML. The students' passion for technology encourages phenomenal creativity, problem solving, communication, and scientific growth.

The school invested in its own weather station, Weather Bug, to enhance meteorology instruction. The program enables the students to engage in "live" on-line, interactive weather classes and communicate with other weather networks.

Our Lady of Victory Catholic School's science curriculum directly relates to its mission statement in that the school strives to promote life-long learning through critical thinking, intellectual curiosity, and social responsibility. The school promotes the values, attitudes, behaviors, and skills that students will need to develop their potential as leaders of tomorrow.

4. Instructional Methods:

Our Lady of Victory Catholic School sets high, yet realistic, academic expectations for its students. Consistent with an instructional approach that incorporates the philosophy of differential and multiple intelligences, the school offers a range of instructional strategies to maximize opportunities for student success. In addition to teacher-directed instruction, the students participate in kinesthetic, auditory and visual centers, cooperative learning, and the use of labs and manipulatives.

The school integrates technology into lessons. Students acquire many skills and learn how to effectively use a variety of media. All students use the *Read, Write, Type* and *Mavis Beacon* programs to increase proficiency in keyboarding. The school's lower division uses a variety of software programs to enrich core math and reading areas. Additionally, the school's technology teacher instructs the students in the use of the Internet and Microsoft Office. Core curriculum projects integrating technology are included in daily instruction. Teachers also make use of interactive software in their classrooms to enhance critical thinking skills. All classrooms are equipped with interactive whiteboards and LCD projectors. Cultural presentations, field trips, and guest speakers reinforce real-world experiences.

The school recognizes the importance of serving students with identified learning differences. The school community works together to support individual learning needs and to integrate strategies and accommodations necessary to ensure success. For example, the school identified the need for a multi-sensory approach to teach reading. The resource teacher attended an intense Orton-Gillingham training program, which is utilized with the school's emergent readers. Students are realizing their reading potential with this success-oriented and direct-instructional approach. Also, the school offers the Interactive Metronome Program, which develops focusing skills through synchronization. All of the school's teachers are committed to providing a variety of creative learning and teaching approaches to guide students to their potential.

5. Professional Development:

The professional growth and development committee at Our Lady of Victory Catholic School identifies and implements unique programs that meet the needs of the school's diverse learners. The committee researches programs for the most current, research-based educational trends. The mission of the committee is to improve teacher quality to ensure maximum student achievement.

Teachers attend, as a school and individually, off-campus conferences and seminars, including, but not limited to, the following: Making Math Work for Under-Achieving Students; Marie Carbo Reading Styles Institute; Achieve Fast Gains in Reading Fluency, Comprehension, and Vocabulary; Brain-Based Teaching; NCEA Convention; and Social Skills Training for Nonverbal Learning Disabilities. Teachers share what they have learned from conferences and seminars with other faculty members during weekly faculty meetings.

The teachers and administration complete a needs evaluation each year using the results from the ITBS and informal building-level assessments. Based upon this evaluation, professional development needs are identified and both on-site and off-site workshops are scheduled.

The faculty has learned how to boost academic achievement with Kagan Structures: simple, research-based instructional strategies that make learning more interactive and facilitate greater engagement, deeper understanding of content, improved retention, and greater enthusiasm for the class and content material. A subsequent Kagan workshop addressed methods that enable students to celebrate their own uniqueness, honor student diversity, and find ways to appreciate the way in which their mind learns best by using multiple intelligences.

Continuing education is required for all faculty, which is monitored annually by the administration. Faculty takes advantage of Fayette County's Continuing Education courses throughout the school year, as well as in-house presentations which include Harry Wong and Fat City Programs.

Student performance evidences the success of the instructional strategies learned through the school's commitment to professional development.

6. School Leadership:

The policy-making authorities at Our Lady of Victory Catholic School include the Archbishop of Atlanta, the Superintendent of Schools, and the principal.

The principal is responsible for the implementation of policy pursuant to governmental and NCEA requirements. The principal holds full administrative responsibility for promoting religious services/practices pursuant to Catholic teachings, as well as ensuring that the instructional programs of the school are being carried out successfully. In addition, the principal is responsible for the daily operations of the school.

The Advisory Council serves in an advisory capacity to the principal. It is composed of committees in the areas of mission effectiveness, development, marketing, finance, and facilities, and meets at least once per quarter to present recommendations for action.

The principal visits classrooms daily. Further, the principal reviews lesson plans and meets with faculty members to ensure that curriculum benchmarks are met.

In addition, the principal utilizes committees comprised of staff members to develop school programs. A few examples include the Beta Club committee, healthy choices committee, Catholic identity committee, talent show committee, and Veteran's Day committee.

The principal also utilizes professional committees to foster participatory decision-making. Such committees include the hospitality committee, professional development committee, emergency response committee, and mathematics committee.

The principal communicates to the school community via weekly electronic newsletters, informational coffees, and home and school meetings. The principal is accessible 24 hours per day and ensures that stakeholders have current contact numbers. The principal utilizes an open-door policy for the entire school community.

The principal meets with the faculty on a weekly basis to relay information regarding student performance and school events. Also, the principal meets with the members of the resource department weekly to review the progress of students who are receiving services. These weekly meetings facilitate communication and track student progress.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$7095</u>	<u>\$7095</u>	<u>\$7095</u>	<u>\$7095</u>	<u>\$7095</u>	<u>\$7095</u>
K	1st	2nd	3rd	4th	5th

<u>\$7095</u>	<u>\$7095</u>	<u>\$7095</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th

<u>\$0</u>	<u>\$6507</u>
12th	Other

4. What is the educational cost per student? \$ 9215 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 3154
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
11 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
33 %

Subject: Reading

Grade: 2 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	80	77	84	84
Number of students tested	24	28	27	29	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although one minority group of students exceeds 10% of the school population, scores are not disaggregated because all grades contain less than 10 students of this minority group.

Subject: Mathematics

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	62	86	69	82
Number of students tested	29	27	29	29	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although one minority group of students exceeds 10% of the school population, scores are not disaggregated because all grades contain less than 10 students of this minority group.

Subject: Reading

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	74	80	77	81
Number of students tested	29	27	29	29	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although one minority group of students exceeds 10% of the school population, scores are not disaggregated because all grades contain less than 10 students of this minority group.

Subject: Mathematics

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	86	69	80	85
Number of students tested	28	30	27	38	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although one minority group of students exceeds 10% of the school population, scores are not disaggregated because all grades contain less than 10 students of this minority group.

Subject: Reading

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	74	85	75	86	85
Number of students tested	28	30	27	38	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although one minority group of students exceeds 10% of the school population, scores are not disaggregated because all grades contain less than 10 students of this minority group.

Subject: Mathematics

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	80	77	74	80	80
Number of students tested	36	29	39	36	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although one minority group of students exceeds 10% of the school population, scores are not disaggregated because all grades contain less than 10 students of this minority group.

Subject: Reading

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	77	76	81	82
Number of students tested	36	29	39	36	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although one minority group of students exceeds 10% of the school population, scores are not disaggregated because all grades contain less than 10 students of this minority group.

Subject: Mathematics

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	66	66	68	85	82
Number of students tested	25	41	35	24	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although one minority group of students exceeds 10% of the school population, scores are not disaggregated because all grades contain less than 10 students of this minority group.

Subject: Reading

Grade: 6 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	73	73	76	82	82
Number of students tested	25	41	35	24	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although one minority group of students exceeds 10% of the school population, scores are not disaggregated because all grades contain less than 10 students of this minority group.

Subject: Mathematics

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	76	84	85	78
Number of students tested	39	26	23	21	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although one minority group of students exceeds 10% of the school population, scores are not disaggregated because all grades contain less than 10 students of this minority group.

Subject: Reading

Grade: 7 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	85	80	82	83
Number of students tested	39	26	25	21	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although one minority group of students exceeds 10% of the school population, scores are not disaggregated because all grades contain less than 10 students of this minority group.

Subject: Mathematics

Grade: 8 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	78	83	84	82	85
Number of students tested	25	23	25	27	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although one minority group of students exceeds 10% of the school population, scores are not disaggregated because all grades contain less than 10 students of this minority group.

Subject: Reading

Grade: 8 Test: Iowa Test of Basic Skills

Edition/Publication Year: Form A, 2001 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	83	80	86	85
Number of students tested	25	23	25	27	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Although one minority group of students exceeds 10% of the school population, scores are not disaggregated because all grades contain less than 10 students of this minority group.

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