

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

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

Official School Name Resurrection Catholic School  
(As it should appear in the official records)

School Mailing Address 3720 Old Highway 47  
(If address is P.O. Box, also include street address)

Lakeland FL 33813-1038  
City State Zip Code+4 (9 digits total)

Tel. ( 863 ) \_\_\_\_\_ Fax ( 863 ) 648-0625

Website/URL www.resurrectioncatholicschool.org E-mail ngenzel@doschool.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.

\_\_\_\_\_ Date 1/20/04  
(Principal's Signature)

Name of Superintendent\* Dr. Harry V. Purpur, Ed .D  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Orlando Tel. ( 407 ) 246-4900

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.

\_\_\_\_\_ Date 1/20/04  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Morris Bencini  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_ Date 1/20/04  
(School Board President's/Chairperson's Signature)

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other (Briefly explain)  
 \_\_\_\_\_ TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

**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. 8 Number of years the principal has been in her/his position at this school.  
NA If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	35	25	60	<b>7</b>	21	29	50
<b>1</b>	23	34	57	<b>8</b>	28	32	60
<b>2</b>	20	29	49	<b>9</b>			
<b>3</b>	31	28	59	<b>10</b>			
<b>4</b>	33	23	56	<b>11</b>			
<b>5</b>	24	30	54	<b>12</b>			
<b>6</b>	24	28	52	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>578</b>

PreK: 44+37=81

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>84</u>         | % White                          |
| <u>2</u>          | % Black or African American      |
| <u>11</u>         | % Hispanic or Latino             |
| <u>3</u>          | % Asian/Pacific Islander         |
| <u>0</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 5.5 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	30
<b>(4)</b>	Total number of students in the school as of October 1	539
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.055
<b>(6)</b>	Amount in row (5) multiplied by 100	5.5%

8. Limited English Proficient students in the school: .3 %  
2 Total Number Limited English Proficient

Number of languages represented: 1  
Specify languages: Dutch

9. Students eligible for free/reduced-priced meals: 3.5 %  
20 Total Number Students Who Qualify

If this method does not produce a reasonably 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: 2.6 %  
15 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>  2  </u> Autism	<u>      </u> Orthopedic Impairment
<u>      </u> Deafness	<u>  1  </u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u>  7  </u> Specific Learning Disability
<u>      </u> Hearing Impairment	<u>  5  </u> Speech or Language Impairment
<u>      </u> Mental Retardation	<u>      </u> Traumatic Brain Injury
<u>      </u> Multiple Disabilities	<u>      </u> Visual Impairment Including Blindness

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  2  </u>	<u>  0  </u>
Classroom teachers	<u> 26  </u>	<u>  5  </u>
Special resource teachers/specialists	<u>  2  </u>	<u>  0  </u>
Paraprofessionals	<u>  4  </u>	<u>  5  </u>
Support staff	<u>  5  </u>	<u>  9  </u>
Total number	<u> 39  </u>	<u> 19  </u>

12. Average school student-“classroom teacher” ratio:  19 : 1 

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95%	95%	95%	96%	95%
Daily teacher attendance	98%	97%	97%	96%	95%
Teacher turnover rate	17%	10%	20%	31%	17%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

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

## **PART III - SUMMARY**

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.
2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.
3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.
4. Describe in one-half page how the school will share its successes with other schools.

## **PART V – CURRICULUM AND INSTRUCTION**

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1. Describe in one page the school's curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular curriculum is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).
2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

### Part III-SUMMARY

Resurrection Catholic School's philosophy of education is to foster a learning community, which recognizes the uniqueness of each individual and builds self-esteem and self-confidence of the whole child. Our students grow and excel through their involvement in our rich academic, cultural, and spiritual environment. The school evolved from a successful parent cooperative preschool that opened in 1981; the first kindergarten class was enrolled in 1990. The school currently serves students in preschool through grade 8. Families of all faiths choose Resurrection Catholic School because of its emphasis on a solid academic program in a caring, Christian environment.

The philosophy of our early childhood program is the same as at its inception twenty-two years ago. The three and four year old students learn and play in a child-centered environment that is both age appropriate and developmental. The low teacher to student ratio, 1:10, ensures that the needs of the students are being met in all areas of learning: cognitive, emotional, spiritual, social and physical.

Our elementary school is divided into three learning teams. Students in grades K-2 make up the primary team, students in grades 3-5 are considered intermediate, and the young adolescents in grades 6-8 comprise our middle school. Best practices are implemented according to the age and curriculum goals of each group. Our primary students learn by doing with lesson objectives embedded in child-friendly themes. Our phonics-based reading program stresses phonemic awareness, comprehension, and fluency for the emerging reader. Above average written and oral communication skills are also expected outcomes of our primary program. Religion instruction involves the use of music, art, and stories and church tradition to develop the faith of our youngest elementary students.

In the intermediate grades the subject areas appear to be more delineated. Our third through fifth graders study religion, reading, math, social studies, science, and language arts. They are also exposed to team teaching. The science lab allows them to implement the scientific method as a way to learn and enjoy science. Students in fourth grade learn the basic computer keyboarding skills. In the fifth grade, students are introduced to foreign language instruction and also profit from an introduction to PowerPoint. All elementary students benefit from instruction in art and music and have the opportunity to visit and borrow books from the school library. Physical education is part of the curriculum also. By fifth grade students have the opportunity to play intramural sports after school.

Our middle school is a "school within a school" which consists of a separate building adjacent to the primary/intermediate building. This allows the older students to function more independently but still allows them interaction with the entire school body. Sixth graders attend an orientation to middle school before classes begin to help ensure a successful transition from the intermediate school. The core curriculum consists of religion, math, literature, English, social studies, science and Spanish. Ability grouped math classes are in place allowing advanced students to complete Algebra I by the end of eighth grade. Our electives program, ENCORE, is designed to allow students to develop lifelong learning skills in a small group setting. The students are able to choose from the following smorgasbord of options: speech, sign language, tennis, basketball, art, communications, music, personal assisted learning, physical fitness, technology, musical drama, leisure activities, golf, and life skills management. Students select four ENCORE classes each year. In addition, the students participate in a daily advisory program. Our Advisory Program provides the students the opportunity to develop a positive relationship with caring faculty members, who are able to assist students when needs arise. By middle school, the students are quite adept with PowerPoint, Excel, word processing and drawing programs. Graphing programs are also mastered by the students and used for science fair projects. Our total environment is designed to stimulate academic excellence at all grade levels and to prepare our graduates for the rigors of high school.

Part IV: 1. –MEANING OF SCHOOL’S ASSESSMENT DATA

We annually assess our students in Grades 3-8 with the Iowa Tests of Basic Skills (ITBS). The ITBS is a standardized achievement battery administered for the general purpose of providing information that can be used to improve student instruction. This information is specifically used to assist administrators and teachers in making sound instructional decisions. These decisions involve selecting the appropriate instructional materials and methods to use with students or groups of students, and determining if adequate progress is being made from grade to grade. Test results also provide individual progress reports for students and parents. In addition, a school is able to assess how academic program changes or shifts in demographics affect overall student learning.

The ITBS is a standardized test. This means that all students complete the same tasks, under identical methods for administering the test, and the results are scored the same. Norms are obtained for each grade level. Standardized testing is important because it allows educators to compare student scores, to determine skill strengths and weaknesses, and to track student growth year-to-year. Standardized testing also allows student scores to be grouped so that fair comparisons can be made between students and groups of students. The ITBS achievement battery includes tests in Reading, Language, Mathematics, Social Studies, Science and Sources of Information.

For the purpose of this discussion, reading and mathematics scores will be analyzed for our eighth grade students. Fifty-nine students were assessed in October of 2003. The student group’s national percentile rank in reading was 77%. This means that this particular group of eighth graders scored better than 77% of students in the same grade who were tested at the same time of the year throughout the nation. This same group of students’ national percentile rank in mathematics was 78%. This indicates that the group scored better than 78% of students in the same grade who were tested at the same time of the year in the country. The table below summarizes the scores of Resurrection Catholic School, by grade, in reading and mathematics (October 2003), as national percentiles. The student percentiles shown correspond to school percentiles that place our school in the 90<sup>th</sup> percentile, or top 10% of all schools nationally. This qualifies our school for nomination as a No Child Left Behind-Blue Ribbon School.

<b>Grade</b>	<b>Reading</b>	<b>Mathematics</b>	<b>Grade</b>	<b>Reading</b>	<b>Mathematics</b>
8	77	78	5	85	79
7	77	69	4	85	82
6	80	77	3	79	76

The ITBS also provides data for subtests within a curriculum area. For example, reading can be broken down into vocabulary and comprehension subtests. Our group of eighth graders earned a national percentile rank of 77% in vocabulary and 76% in comprehension. The mathematics tests consist of the following subtests: concepts/estimation, problem solving/data interpretation, and computations. Scores for the individual subtests for this same group of students were 78%, 75% and 78% respectively. Subtest scores give teachers and administrators additional information about student learning, which in turn can lead to more effective instruction.

A local percentile rank can also be reported. This allows all the students in one grade in one school to be compared to all the other students in the same grade in the local school district (diocese). In our case we are able to compare our school’s scores to, not only the Diocese of Orlando, but also all the Catholic dioceses in the State of Florida.

#### Part IV: 2-USE OF ASSESSMENT DATA

Resurrection Catholic School effectively uses assessment data to improve student performance. The scenario that follows is a prime example. Two years ago our ITBS **math computation scores** (national percentile rank) were Gr. 3 = 53%, Gr. 4 = 51%, Gr. 5 = 33%, Gr. 6 = 52%, Gr. 7 = 57%, and Gr. 8 = 70%. The administrator identified the concepts being tested in each subtest at each grade level by reviewing the assessment data. The information was presented to the math teachers. Grade level teams were formed, and the teachers were asked to determine if each identified concept was introduced (or not introduced yet), mastered, or reviewed at each of the grade levels. The math coordinator charted all the information on a scatter plot. A “picture” emerged of our expectations and our timetable for mastering essential concepts. We repeated the process with the chapters of our math textbooks. When the two “pictures” were compared, we realized that many essential concepts were being introduced during the holiday season or late in the year and less important concepts often interrupted the logical presentation of required skills. Each grade level formulated a schedule of when to teach specific concepts so that the introduction, mastery, and review of each would flow logically and seamlessly from grade to grade. The **math computation test scores** (national percentile rank) one year later were Gr. 3 = 73%, Gr. 4 = 72%, Gr. 5 = 71%, Gr. 6 = 74%, Gr. 7 = 73% and Gr. 8 = 78%.

#### Part IV: 3. –COMMUNICATION OF STUDENT PERFORMANCE

ITBS test results are reviewed with the faculty prior to being sent home to the parents. The results are delivered to the parents via our courier system, which is distributed weekly and carries all school news. The school's weekly newsletter, *The Resurrection Courier*, accompanies the test results and invites parents to contact their child's teacher or the principal if they have any questions regarding the assessment scores. The test results are presented to the members of the Resurrection Board of Education. The principal repeats the presentation for the parent community during a Home School Association meeting. At that meeting the Riverside Testing program is explained in its entirety. The purpose for administering standardized testing is discussed, and grade level scores are shared with the families. Members of the audience are encouraged to ask questions or make comments regarding the results. Summary charts from the presentation are frequently referenced as a marketing tool when prospective families inquire about enrolling their children in our school.

Teachers' copies of individual student scores are different from the parent report in the amount and type of information reported. The guidance department or a teacher uses these teacher reports to assist parents in getting a clearer picture of their students' academic progress or learning style. The guidance counselor often shares assessment data with our older students. We find that students who lack confidence or motivation show an improvement in their grades when they understand their skill strengths and weaknesses.

#### Part IV: 4. -SHARE SUCCESS

The administration and faculty of Resurrection Catholic School are frequently asked to present at local, state, and national staff development conferences. Access to advanced technology and a creative faculty allows us to present ideas that are innovative and have audience appeal. Examples of programs presented to date, include: integrated curriculum ideas, anti-bullying, transitioning to middle school, science research projects, writing, middle school best practices, and kindergarten expectations. We intend to share our success as a school by preparing two new presentations. The presentations will focus on the areas of teaching reading at the primary level and developing a school-wide timetable for teaching essential math skills. The rainforest unit developed by the kindergarten staff successfully integrates reading, writing, oral communication, Internet research, art, and parent involvement into a total experience for our emerging readers. An additional topic that we believe would be of benefit to others is our approach to restructuring expectations and the timetable for introducing math concepts at each grade level. Both programs have led to an increase in learning by our students.

## Part V-1. CURRICULUM

Resurrection Catholic School fosters a learning community, which recognizes the uniqueness of each individual and builds self-esteem of the whole child. Our students grow and excel through their involvement in our rich academic, cultural, and spiritual environment. Faculty members are professionally certified by the Florida Department of Education, 20% hold a master's degree in education. Education begins in preschool and extends into primary, intermediate and middle school classrooms using a developmental, age-appropriate approach which allows children the opportunity to actively participate in a hands-on environment. The educational program exposes students to art, music, math, social studies, science, language arts, Spanish, religion, library skills, and physical education with large and small motor development.

Kindergarten students begin to read and write using the phonetic approach. Sight word recognition in conjunction with understanding of language and spelling patterns help develop the student's reading ability using phonemic awareness instruction.

In the primary school students enhance their reading using a basal reading program. Students read stories which develop literal, inferential and critical thinking skills. Vocabulary is enhanced and developed according to the skill level of each student, using support materials to emphasize exposure to vocabulary. Leveled trade books allow students within the same classroom to read material based on their reading level which allows them to stretch and grow academically. Within the language arts department there is a strong emphasis on writing. The library media specialists also develop reference skills using dictionaries, encyclopedias, thesaurus and Internet skills. Middle school students explore classical and modern literature and are exposed to a variety of genres. Literature circles are integrated across the curriculum.

Science education begins in the preschool, by third grade students complete laboratory experiments in the school's science lab. The program's strong emphasis on hands-on learning helps students develop into critically thinking scientists. Middle school students routinely win top awards at the state science and engineering fair.

Social studies education exposes students to communities, geography, U.S. history, Florida history, local, national and world cultures, and current events. Map and chart skills are fostered in all grade levels. Students enjoy Chinese New Year celebrations, create globes from paper mache', recreate the Holocaust Museum, enjoy a Greek festival and Olympics, complete with garb from mythological Greek gods, and create a family heritage banquet from studies on U.S. immigration. These activities help students understand our world and national history with a creative approach to learning.

Problem solving strategies are the basis for the math program at Resurrection Catholic School. In the primary grades emphasis on learning basic math facts helps students master more difficult concepts in later grades. In the early grades movement from grade level to above grade level is fluid when the ability of the student improves. Beginning in fifth grade students are ability grouped based on a twenty point criteria. Advanced students study Pre-algebra in grade seven and Algebra I is taught in grade eight. Test scores alert faculty to the need for extra reinforcement for students who are struggling. These students are helped in small groups to develop their math skills.

Foreign language at Resurrection Catholic School begins in grade five with an introduction to the Spanish culture and language. Students in grades 6-8 develop an in-depth knowledge of written and oral Spanish language. Successfully completing all four years of our program lead students to Spanish II in high school.

## Part V-2. READING CURRICULUM

The reading program at Resurrection Catholic School uses a text series that utilizes an anthology, leveled trade books, and has components in English grammar, spelling, writing and phonics instruction. Students begin in preschool to understand the letter sound associations that are needed in learning to read. Emergent readers in kindergarten use phonemic awareness instruction, which allows students to learn letters and the sounds they represent using pattern books and decodable stories. They learn sight words and begin reading and writing simple sentences. In primary grades Reading is taught with a phonetic approach. The program emphasizes reading comprehension and vocabulary instruction and development. Fluency instruction focuses attention on making connections with ideas in the text with ideas in background knowledge. At each grade level the expectations for student growth ARE consistent with age appropriate development.

Writing is developed by brainstorming, drafting, revising, editing rough drafts, proof reading by peers and teachers, and publishing final drafts. Students present writing to the class in order to enhance presentation skills. Students write personal narratives, explanatory prose, persuasive writing, compare and contrast stories, and then learn to write a story complete with illustrations. Writing is graded using a rubric with grade appropriate expectations. Resurrection Catholic School students frequently win writing contests sponsored by local organizations.

Resurrection Catholic School students are tested yearly with the nationally normed Iowa Tests of Basic Skills. Teachers and administrators use the tests to improve the programs within the school and to help students who are struggling in reading. Below average students receive individual and small group tutoring to develop student learning. The Great Leaps Program builds reading fluency and phonetic skills of students who need remediation.

In middle school students begin the study of literature using an anthology based program. They are exposed to a variety of genres to help develop a well-rounded student. By the end of eighth grade, students have developed an understanding of setting, plot conflict, character analysis, mood, symbolism, poetry, short stories, novel, five stages of the writing process, Internet research, research, and research paper writing. By middle school 95% of our students are reading at or above grade level.

### Part V-3. CURRICULUM CHOICE: SCIENCE

Resurrection Catholic School students enjoy a rich science curriculum. Students, from preschool through the elementary years, learn science using the scientific method. Observing and describing phenomena in their world, all students learn to hypothesize and predict outcomes. Experimentation, data reporting, and the formulation of conclusions are based on developmental abilities.

Kindergarten students spend the final quarter of the year learning about and then creating their own rainforest in the kindergarten hallway. Students research the wildlife found in the rainforest and learn about the levels of floral growth. Birds, mammals, fish, plants, flowers, amphibians, and snakes soon festoon the corridor in a rich array of construction paper growth. Kindergartners act as mini-tour guides within the forest to orally present their newfound knowledge to parents and visitors.

Primary and intermediate students enjoy a rich curriculum of science instruction. All grade levels learn by doing hands-on experimentation and demonstrations. Students in Grades K-5 annually enjoy *Science Discovery Week*. This innovative program allows students to extend their scientific knowledge with a variety of experiments in small group settings with parent helpers. Earth science, life science and physical science experiments expose the young students to the entire world of science. Beginning in third grade students visit and perform experiments in the new lab.

Middle school students engage in scientific learning in a lab setting. The classroom is state-of-the-art with lab stations circling the room complete with computers at each station and digital microscopes. Students compete in a regional science and engineering fair, and many advance to win awards at the state level. *Mentor Mornings*, which partner local scientists with students, enhance the scientific research of the students and lead to successful science fair projects.

#### Part V-4. DIFFERENT INSTRUCTIONAL METHODS

Resurrection Catholic School uses teacher input, classroom performance and grades and standardized test results to improve student learning. Our staff is comprised of dedicated teachers who monitor student progress. Together with a strong administrative team, guidance counselor, Title I teacher and resource teacher, and in conjunction with the family of the student, arrangements are made to work with the student to enable their learning to blossom. We meet as a team to help create learning plans for students who are falling behind or transfer into the school with missing blocks of learning. Whenever possible, remediation occurs with students in the classroom with one on one help from the classroom teacher. Depending upon the learning concern, some teachers create *Reading Clubs* after school to give small groups of students an edge on learning. Our resource teacher works with small groups of students within the same grade level to improve student performance and enable students to grow academically. The Great Leaps Reading Program is utilized by the resource teacher to improve phonics, learn sight words and phrases, and improve reading fluency. Students are selected for this daily program based on classroom teacher recommendations or below grade level standardized test scores.

After receiving results for the Iowa Tests of Basic Skills, the administration and teacher were concerned about math computation skills. The faculty studied ways to improve these skills and implemented a program focusing on memorization of basic math facts and moving critical learning skills to times of the year when students were more focused. By restructuring the math program student scores improved dramatically. Some teachers are created *Math Help* sessions which are after-school opportunities designed to help students with questions about current instruction.

Students receive help with science fair during *Mentor Mornings*. On these Saturday mornings students receive one-on-one help from specialists within the Lakeland community, who have expertise in the area of the students' scientific research. *Mentor Mornings* allow students a glimpse into how their research is applied to the real world.

#### Part V-5. PROFESSIONAL DEVELOPMENT

Teachers at Resurrection Catholic School enjoy a diverse and interesting professional development program. Staying abreast of current research and best practices allows the students to reap the rewards of extensive teacher development. Teachers attend diocesan, state and national conferences according to their grade level or area of expertise. Early childhood conferences extend the learning of the preschool team. Elementary teachers attend state conferences and then return to the school and implement research based practices they have learned. Middle school teachers also attend conferences related to their level of instruction. Attending middle school conferences and implementing the ideas of other successful advisory programs has enhanced our advisory program. The administration not only attends but also speaks at conferences. In 2003 both administrators presented at the 7<sup>th</sup> Annual National Catholic Educational Association Principals' Forum. Two different presentations were given. The first was on Resurrection Catholic School's successful anti-bullying program. This presentation will also be given at the NCEA conference in Boston. The other program was based on the Middle School Parent Seminar that helps 6<sup>th</sup> grade parents understand the changes they will encounter with their budding adolescents.

Diocesan development exposes teachers to national speakers like Harry Wong and Sister Angela Shaughnessey, noted Catholic school legal expert. Catechist classes give the faculty exposure to Catholic principles and allow them to extend faith dimensions to their students. The guidance counselor attends training according to her expertise, the latest being "Talking About Touching Training" which gave her the tools to coordinate and implement a multi-faceted program that teaches students about safe and appropriate touching. The technology specialist attends the annual Florida Educational Technology Conference, bringing back ideas and programs to enhance the technology program within the school. Two faculty members are extending their expertise with the Master Teacher Program. After completing this two-year program these teachers will be certified as Master Teachers by the Diocese of Orlando. The Board of Education attends a yearly training. Two years in a row the Resurrection Board of Education was invited to present at this training.

**(Secondary Schools)** Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.
4. Describe in one-half page the different instructional methods the school uses to improve student learning.
5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

Private school association(s): National Catholic Education Association, Florida Catholic Conference  
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status?      Yes X No \_\_\_\_\_

### **Part II - Demographics**

1. What are the 2002-2003 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>2100.00</u> K	\$ <u>2525.00</u> 1 <sup>st</sup>	\$ <u>2525.00</u> 2 <sup>nd</sup>	\$ <u>2525.00</u> 3 <sup>rd</sup>	\$ <u>2525.00</u> 4 <sup>th</sup>	\$ <u>2525.00</u> 5 <sup>th</sup>
\$ <u>2525.00</u> 6 <sup>th</sup>	\$ <u>2525.00</u> 7 <sup>th</sup>	\$ <u>2525.00</u> 8 <sup>th</sup>	\$ _____ 9 <sup>th</sup>	\$ _____ 10 <sup>th</sup>	\$ _____ 11 <sup>th</sup>
\$ _____ 12 <sup>th</sup>	\$ <u>Non-parish = \$3025.00</u> Other				

2. What is the educational cost per student?  
(School budget divided by enrollment)      \$ 3398.00
3. What is the average financial aid per student?      \$ 2067.00
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      7 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction?      11 %

ASSESSMENT DATA				
REFERENCED AGAINST NATIONAL NORMS				
Without Subgroups				
<b>RESURRECTION CATHOLIC SCHOOL</b>				
Iowa Test of Basic Skills				
Form A, 2001				
Riverside Publishing				
Scores are reported as percentiles				
Two students excluded: autistic & tuberous sclerosis				
		2003-2004	2002-2003	2001-2002
	Testing Month	October	October	October
	<b>Grade 8</b>			
	Reading	77	84	86
	Mathematics	78	71	83
	Number of Students tested	60	43	50
	Percent of total students tested	100	100	100
	Number of students excluded	1	0	0
	Percent of students excluded	1.6	0	0
	<b>Grade 7</b>			
	Reading	77	79	86
	Mathematics	69	78	75
	Number of Students tested	48	63	38
	Percent of total students tested	100	100	100
	Number of students excluded	1	1	0
	Percent of students excluded	2	1.6	0
	<b>Grade 6</b>			
	Reading	80	73	78
	Mathematics	77	71	70
	Number of Students tested	52	47	59
	Percent of total students tested	100	100	100
	Number of students excluded	0	1	1
	Percent of students excluded	0	2.1	1.7
	<b>Grade 5</b>			
	Reading	85	85	80
	Mathematics	79	79	62
	Number of Students tested	53	53	43
	Percent of total students tested	100	100	100
	Number of students excluded	0	0	1
	Percent of students excluded	0	0	2.3



