

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 (K-8)
 Charter Title I Magnet Choice

Name of Principal: Mrs. Karen Murphy

Official School Name: Resurrection - St. Paul School

School Mailing Address:
3155 Paulskirk Drive
Ellicott City, MD 21042-2698

County: Howard State School Code Number*:

Telephone: (410) 461-9111 Fax: (410) 461-8621

Web site/URL: http://www.resstpaul.org/ E-mail: kmurphy@resstpaul.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*: Dr. Ronald Valenti

District Name: Archdiocese of Baltimore Tel: (410) 547-5391

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: Mr. Jeff McCormack

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. 4 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			0	7	27	24	51
K	22	20	42	8	21	31	52
1	21	29	50	9			0
2	27	28	55	10			0
3	30	21	51	11			0
4	28	32	60	12			0
5	29	27	56	Other			0
6	23	26	49				
TOTAL STUDENTS IN THE APPLYING SCHOOL							466

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
3 % Black or African American
2 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
89 % White
3 % 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: 2 %

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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1.	466
(5)	Total transferred students in row (3) divided by total students in row (4).	0.021
(6)	Amount in row (5) multiplied by 100.	2.146

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

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: 8 %

Total Number of Students Served: 36

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>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>31</u> Speech or Language Impairment
<u>0</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>3</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>1</u>
Special resource teachers/specialists	<u>6</u>	<u>1</u>
Paraprofessionals	<u>8</u>	<u>1</u>
Support staff	<u>7</u>	<u>1</u>
Total number	<u>49</u>	<u>4</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 15 :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	98%	98%	97%	98%	97%
Daily teacher attendance	97%	97%	98%	98%	98%
Teacher turnover rate	8%	9%	30%	9%	12%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

In June of 2006, two teachers accepted positions at public schools, one teacher accepted a position at a private school, one teacher returned to her previous job, one teacher married, two teachers had significant family changes and decided not to teach full-time, one teacher's military status required family relocation, one teacher retired due to health issues, and one non-tenured teacher was not renewed.

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	0
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

The mission of Resurrection-St. Paul School [“RSPS”] is the total formation of its students. Dedicated to excellence in education in light of the teachings of Jesus Christ through the Catholic Church, the goal of the faculty and staff is to assess the current performance of each student, to provide assistance or enrichment as necessary, and to challenge all students to reach their maximum potential. By doing so, RSPS ensures that its students are prepared for higher education, to participate actively in society, and to enjoy a strong relationship with their Catholic community.

Originally founded as St. Paul School in 1922, RSPS is an inter-parish school that receives unwavering support from the Church of the Resurrection and St. Paul’s Church. RSPS is an accredited Roman Catholic school that is part of the Archdiocese of Baltimore. Located in Ellicott City, Maryland, the overwhelming majority of students enrolled in kindergarten through the eighth grade are parishioners. RSPS has a tremendously supportive community, including its School Board, and Home and School Association. Volunteer assistance is never an issue, as most parents are engaged in the mission of the school and supportive of its programs.

One of RSPS’ strengths is its recognition that education is dynamic and evolving. RSPS uses the Rubicon Atlas Curriculum Mapping program to ensure continuity of content and skills while identifying gaps and redundancies in the curriculum. The dynamic maps are regularly reviewed and updated. Using the maps in conjunction with standardized testing, RSPS is empowered to change its curriculum annually.

The academic program is developed in conjunction with the guidelines of the Archdiocese of Baltimore and in keeping with the developmental needs of its students. A comprehensive and challenging curriculum emphasizes religion, language arts, math, science, social studies, Spanish, art, music, technology, physical education, and study skills. A variety of extracurricular activities are offered before, during, and after school to assist in the formation of the total person. Activities such as Student Council, National Junior Honor Society, It’s Academic, the school newspaper Panther Press, the literary magazine Expressions, science club, chorus, drama club, band, and athletics offer students the opportunity to become leaders in their community. Age-appropriate service projects and fund-raisers allow students to live their faith. The Walk for the Homeless and the Faculty vs. Grade Eight basketball game are examples of the methods by which RSPS builds community and school spirit.

Indicative of the success of its programs, many RSPS students have been awarded academic scholarships from local Catholic high schools. Students have also won academic scholarships from the Carson Scholars Program and the Knott Foundation. Based on success in competition, students have won scholarships through It’s Academic. Students also participate in the Junior National Young Leaders Conference, Johns Hopkins CTY, and the SCRIPPS National Spelling Bee.

RSPS is unique in its development of a program known as LEAP, the Learning Enhancement and Assistance Program, which allows RSPS to meet the diverse needs of all students, both those with learning differences and those with need for enhancement. LEAP develops authentic learning for all students by recognizing and addressing different learning styles. Through utilization of multi-sensory techniques, adapting assessment strategies and incorporating technology, teachers provide an educational experience designed to challenge students across the curriculum. A speech teacher is available to assist students with language needs.

Developing the Catholic identity is paramount at RSPS. Daily prayer, liturgies, prayer services, weekly Adoration, guided meditation, reflection, and service projects foster students’ faith life. The Values First Program, which highlights thirteen core values, serves as a model for living and learning.

RSPS strives to develop the total person by encouraging spiritual, intellectual, physical, social, and emotional growth. By increasing awareness of and appreciation for themselves and others, students are challenged to become involved Christian members of society. Students grow into confident, independent, socially responsible, life-long learners.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

By way of background, RSPS administered the Stanford Achievement Test Series, 10th Edition ["SAT 10"] to all students in grades one through eight during each of the past two school years. The SAT 10 is a norm-referenced test that compares achievement scores of individual students, grades, and classes to standardized scores nationally as well as to local Archdiocesan and national Catholic schools. Prior to the introduction of the SAT 10, the Iowa Test of Basic Skills ["ITBS"] was administered to grades two, four, six, and eight annually to measure achievement levels.

During the 2004-2005 school year, RSPS chose to administer the ITBS to grades one through eight to assess the school as a whole. Although testing of grades one and two is not mandated by the Archdiocese of Baltimore, RSPS chose to do so, believing that there is value in introducing standardized testing to younger children, not only to familiarize students with the process, but also to obtain valuable data about their performance levels. Additionally, RSPS monitors the progress of kindergarten students using the Brigance Screening instrument. As stated above, the SAT 10 test was administered to grades one through eight over the past two years. All of these assessment results allow RSPS to identify and address trends.

As far as trends over the five-year period, student performance remained generally consistent from year to year and class to class during the early portion of this period under the ITBS. As a general rule and on average, students in each of the grades that were tested scored at or above the 75th percentile in reading and at or above the 74th percentile in math, meaning that RSPS students performed better than 75 percent and 74 percent, in reading and math respectively, of the students participating in this assessment.

With the inception of the new SAT 10 assessment test, RSPS saw an adjustment in achievement scores. While some gains and losses were identified in certain grades, the results supported that achievement gaps are closed by the time a student graduates from RSPS. Overall, the test data demonstrate to an unfamiliar reader that the curriculum at RSPS is providing students with the education necessary to succeed. The results demonstrate that there have been overall gains in both reading and math over the past two years. While the gain in reading is exciting, the modest improvement in the math curriculum has been noted by the faculty and addressed in the curriculum.

To describe specifically the trends on the reading portion of the test, scores for students in grades two through eight have adjusted on the SAT 10 reading test as compared to the ITBS. After two years of data, the student achievement scores for reading have increased or stayed relatively the same for all grades, except grade three. Students in grades two, six, seven, and eight have scored in the top ten percent of the nation's schools in reading based on their median national percentiles. These results compare with the 75th percentile in reading measured on the ITBS in prior years. The results support an overall gain in reading.

On the math portion of the test, achievement scores for grades two, four, and six adjusted while grade eight achievement scores remained consistent with ITBS scores. Math achievement scores have remained relatively the same on the two years of results for all grades except grades one and three. Students in grades seven and eight have scored in the top ten percent of the nation's schools in math. These results compare with the 74th percentile in math on the ITBS in prior years. The results support a slight gain in math in the past two years. From these results, the math curriculum has become an area of emphasis at RSPS.

2. Using Assessment Results:

RSPS reviews and analyzes standardized test results annually to identify strengths, weaknesses and trends. By doing so each year, RSPS strives for continuous progress across the curriculum. This annual analysis of test data has allowed RSPS to validate instructional strategies, integrate new materials and adjust differentiated instruction to enhance learning for all students. RSPS has established a testing committee, comprised of administrators and faculty, to ensure that all of the data is interpreted correctly and completely. The committee is charged with the responsibility to disaggregate and interpret the data for similarities and differences within the school, grade levels, and individual classrooms. Using the standardized test analysis data in conjunction with curriculum mapping, the committee then formulates recommendations for improvements to the curriculum for the upcoming school year.

The SAT 10 also reports Lexile scores for each student. An analysis of these scores allows RSPS to recognize students who could benefit from enrichment or remediation. The data is also considered when groups for reading instruction are established. Differences between anticipated and observed scores are noted. Results that are above or below expectation are considered when planning appropriate learning activities. Parents are notified if a significant discrepancy exists so that collaborative efforts can be made to empower the student to improve performance.

Using recent math score data from the SAT 10 for students in grades five and six, RSPS recognized a weakness in problem solving. To improve student and school performance, it became clear that students needed additional practice in problem solving. RSPS identified and purchased workbooks to address this need and required faculty to institute a "Problem of the Day" program twice weekly.

Review of the assessment results also indicated that students required practice in note-taking. To improve performance, RSPS addressed this issue by requiring that students take notes in class with the expectation that they would be required to answer targeted questions. This approach was implemented across the curriculum in grades four through eight.

3. Communicating Assessment Results:

RSPS recognizes the importance of transparent lines of communication regarding student performance. From the old-fashioned personal conversation to the use of technology, RSPS communicates with parents on a virtually continuous basis to allow them to track their child's progress. Parents are welcome at any time to schedule conferences with faculty or administration.

All teachers communicate by utilizing School Notes, a web-based tool, to post homework and assignments. Each site is updated at least daily, with emails automatically sent to families advising of the changes. Although grades are not posted on this site, School Notes allows parents and students to follow the academic progress of the class. To communicate regarding graded subjects, RSPS uses another web-based tool, PowerSchool. Using real time data, PowerSchool enables students and parents to track grades. PowerSchool allows teachers and administrators to work with families to improve student achievement.

The RSPS website is updated regularly, including a posting of the weekly newsletters from the principal. To ensure that information is accurately communicated to parents of younger students, students in grades K-4 take home a weekly folder containing notices, completed assignments and weekly classroom assessment results.

RSPS also ensures that parents are advised of standardized test results. Each August, the school holds a meeting for parents to review results from the previous year, including an explanation of Lexile scores. At the

same meeting, parents are given the results of the testing committee regarding improvements to the curriculum for the upcoming year.

RSPS also conducts annual Back to School Nights during which parents are advised of the findings of the curriculum mapping team, including changes to be implemented during the upcoming year.

For the greater community, data is available on the website for access by current and prospective parents and the community.

4. Sharing Success:

RSPS regularly uses all methods available to it to ensure that its successes are shared with other schools and the community at large. From word of mouth to media outlets, RSPS has been proud to share its successes. RSPS teachers and administrators frequently participate in local and national workshops, such as the Archdiocese of Baltimore Convention for Catholic Educators, Maryland Association for Educators Using Technology, and the National Catholic Educators Association, where successes are shared with other schools and celebrated. With an active faculty, many of whom belong to national associations geared to the improvement of student achievement, including the Association for Supervision and Curriculum Development, the National Catholic Educators Association, the Elementary School Principals Association and the National Science Teachers Association, RSPS regularly shares its successes with local and regional schools.

As RSPS has been involved in activities or events of interest to local schools or the local community, it has contacted and received media attention both in the Catholic Review and in area newspapers. Reporters have been known to follow and participate with students in community activities. These activities and events are also highlighted on the school website so that the information is readily available to interested readers from the entire community. Often, students prepare related projects that are shared with other schools.

If RSPS were to be awarded Blue Ribbon School status, it would update its school letterhead and pamphlets to ensure that its success would be shared with all potential readers. It would include the Blue Ribbon status on its website and would ensure that this status would be shared during the course of any school meetings or programs. There can be little doubt that RSPS would share its coveted status as a Blue Ribbon School in every method possible and would consider it a responsibility to share the award with other schools and the community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

A comprehensive and challenging curriculum emphasizes religion, language arts, math, science, social studies, Spanish, art, music, technology, and physical education. The instructional program is based on the guidelines of the Archdiocese of Baltimore in The Living Course of Study and the needs of the students. In conjunction with the results of standardized testing and maps developed using the Rubicon Atlas Curriculum Mapping program, the curriculum is dynamic and subject to revision on an annual basis. RSPS identifies the individual learning styles of its students and strives to meet their needs by modifying curriculum and/or teaching techniques, while utilizing technology as an integrated instructional tool. In conjunction with LEAP, all students are challenged to achieve to their maximum potential.

Throughout the curriculum, class material may be presented in lecture format or through class participation. Students are encouraged to participate. Technology is utilized across the curriculum and at all levels of instruction. With LCD projectors in each classroom, faculty members are empowered to utilize technology to foster learning. As a result of assessment testing, students are required to take notes in grades four through eight.

Catholic Identity is central to the mission of RSPS and is taught both directly, through grade-level instruction, and indirectly, through integration of faith development. Religion classes are based on the RCL series Faith First. The Values First Program is used school-wide to foster character development, integrity and self-control while promoting communication between and among students, parents, teachers and administration.

The integrated language arts curriculum is comprised of reading, writing, spelling, and listening and speaking skills. Comprehension strategies, word recognition, vocabulary development, reading fluency, and grammar applications are developed and strengthened throughout the curriculum. These skills are utilized in interpreting printed material and formulating written compositions.

The math curriculum focuses on developing skills in number sense, computation, algebraic functions, data analysis, and problem-solving. Attainment of proficiency is achieved by first focusing on basic concepts and computational skills using a variety of manipulative materials. As proficiency is gained, students move to a more abstract level, which associates basic concepts with words and numbers. As a result, students are ultimately able to apply problem-solving methods and strategies to complex problems.

Recognizing that science is an on-going process, the scientific inquiry model is utilized at every level. The science curriculum is divided into three strands: life science, earth science and physical science. Students in grades Kindergarten through eight expand their knowledge and understanding through discovery. Through reading, discussion, cooperative learning activities, and hands-on exploration, students acquire a scientific literacy and develop a scientific thought process.

Social studies instruction covers the broad spectrum from the local community to world cultures. The curriculum in the primary grades is focused on understanding the relationships within local communities. This scope is broadened in grades three through five to include Maryland and United States history, geography, and the development of world cultures. The middle school examines the diversity of world cultures throughout history in the context of a global society.

Spanish instruction begins in Kindergarten and continues through grade eight. The Spanish curriculum emphasizes culture, conversation and grammar. All students in Kindergarten through grade eight participate.

Art, music, physical education, library/media, and computer classes are part of the weekly curriculum in Kindergarten through eighth grade. Lessons often have cross-curricular themes with teachers collaborating on topics from core subject areas.

RSPS acknowledges that education is a process that promotes the development of the total person by encouraging spiritual, intellectual, physical, social, and emotional growth. Through a strong academic program, student learning is facilitated from the fundamental to the most complex level of mature, intellectual thinking in which students are required to analyze, synthesize, and critique subject matter of increasing difficulty.

2a. (Elementary Schools) Reading:

RSPS students experience reading across the curriculum in all grade levels on a daily basis. Students are involved in guided reading in small groups, whole group instruction, independent reading, and oral reading activities. The Library/Media Center holds an extensive collection of culturally diverse literary and resource materials. Working in collaboration with classroom teachers, the media specialist and reading specialist provide supplemental support to the curriculum. The Accelerated Reader software program is used to enrich the reading program for students with low Lexile scores. Students participate each year in varied state and local writing contests.

In Kindergarten to fifth grade, the McMillan McGraw-Hill Treasures series provides a strong foundation for literacy. This series is a research-based, comprehensive reading program using high quality literature combined with explicit instruction focused on sequential reading-readiness skills, phonics, vocabulary development, comprehension and fluency. Chosen for its use of dynamic selections from a myriad of genres, Treasures offers students a variety of reading experiences through a challenging program promoting critical thinking and literacy. While the weekly anthology is the same for all students in a particular grade, the supporting workbooks are designed to meet the needs of students at different ability levels. The workbooks challenge students to demonstrate their comprehension of the materials and engage in thoughtful discussion of the materials.

Students in grades six to eight continue reading instruction with an emphasis on quality literature. RSPS chose the series Glencoe Literature: Reading with Purpose, a standards and research-based language arts program, for its strong spiraling skill development and emphasis on critical thinking. After reading selections, students are expected to discuss them both verbally and in writing, which fosters a critical, in-depth look at the fundamental elements of poetry and prose. Since teachers have been engaged in mapping the curriculum over the years, they see the benefits to the Essential Questions at the beginning of each unit. In conjunction with reading, students engage in writing for a variety of purposes, including analysis, synthesis, and essays.

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

RSPS recognizes that science plays an important role in today's diverse society. Students need to develop the ability to question, to investigate and to think critically about the changing environment in which they live. Therefore, a wide variety of science topics is presented to students across the curriculum. The current science curriculum is the result of curriculum mapping, dynamic revisions to prior curriculum after critical evaluation, alignment with the guidelines of the Archdiocese of Baltimore in The Living Course of Study and consideration of the needs of the students.

All students in grades Kindergarten through six investigate three distinct strands of science: life science, earth science, and physical science. Kindergarten science is integrated into all themes throughout the school year. Primary grades study life cycles, habitats, organisms, use of scientific tools, conservation of matter, rocks, soils, and changes in the Earth's surface. Topics covered in the primary grades are expanded and reinforced at the intermediate and middle school grade levels. In the intermediate grades, students study the human body, the Chesapeake Bay, cell structure, matter and energy, forces and machines, and Newton's Laws. Grade six students learn about the human body, motion, volcanoes, and the Earth. Seventh and eighth graders complete intensive study in life and earth science. Grade seven students concentrate on organisms, their interactions, and the symbiotic relationships among them. In grade eight, students learn about the Earth and its processes.

Teachers utilize differentiated instruction to ensure that all students learn scientific skills and the scientific process. Throughout the school, students engage in hands-on activities, experimentation, discovery learning, model building, discussion, and student-led activities. A long-term goal of RSPS is to prepare students to be life-long learners who can use acquired knowledge and the scientific process to infer, judge, problem-solve, and make informed decisions. Learning to think scientifically allows students to become responsible, productive individuals, thus fulfilling the mission of RSPS, which is the total formation of its students.

4. Instructional Methods:

RSPS provides a dynamic instructional program that supports and respects the diverse needs of life-long learners. Students learn for the present and the future, developing skills that will serve them throughout their lives. Whole group instruction, small group instruction, and individual instruction along with cooperative learning, hands-on activities, and integrated technology activities are utilized daily. Language arts and math classes are divided into small groups, allowing the opportunity for enrichment and remediation. Both formal and informal assessments are used along with immediate feedback and application.

The Murphy-Meisgeier Type Indicator for Children [MMTIC] has been administered to all students in grades one through eight. Teachers were also evaluated. This indicator test provides information about each person's differences and preferences in learning style. Teachers have been instructed about the different types of student-learners in their classes and how best to instruct the students to provide them with an optimal learning experience.

Teachers provide students with an educational experience that is challenging and engaging by differentiating instruction through the use of adaptive teaching and assessment strategies and the integration of technology across the curriculum. Multi-sensory techniques are utilized to address various learning preferences. An Orton-Gillingham trained reading teacher works with small groups of students in grades one to four. A speech teacher works with individuals or small groups of students to improve articulation. A dedicated resource classroom, which is always staffed by a faculty member, provides students, when required, with a private location for verbal testing, untimed testing, a distraction-free environment, one-on-one tutorial, or extended time for completion of assignments.

Teachers are apprised of students with educational plans and accommodations, which enables them to differentiate instruction in order to engage all types of learners. Through the use of scaffolding and chunking concepts into easy-to-understand steps, teachers help students remember processes and complex concepts. Technology is utilized across the curriculum to enhance instruction.

5. Professional Development:

Professional development is a way of life at RSPS. It is the policy at RSPS that all teachers need to be certified or working toward certification. Over 40% of the teachers either have or are working on their Masters Degrees, thus creating a culture of life-long learners. By continually learning, the faculty is comprised of professionals who push themselves to ensure that their methods are current and relevant.

In addition to attending Archdiocesan professional development training, teachers attend local and national professional in-service training consistent with the areas of emphasis for the year. After attending, teachers share their knowledge with their colleagues. In recent years, teachers have attended meetings on classroom management, bullying, brain research, ADHD, Autism, and gender-based research. The information is then incorporated into the curriculum to support student learning.

All teachers observe their peers each semester. On an annual basis, teachers also observe another school. Thereafter, during a faculty meeting, they are required to present their observations and to discuss ideas that they implemented. Teachers and staff routinely read books and professional journals and discuss them with their peers. Articles from ASCD, Momentum, Today's Catholic Teacher, and books such as Minds of Boys, Odd Girl Out, and Why Gender Matters are representative of the materials.

Every Tuesday morning, teachers attend Tech Tuesdays where they learn to integrate technology into the curriculum. The topics vary weekly, with SMART boards, podcasting, document cameras, and blogging as a few examples. The teachers create lesson plans utilizing these skills. With technology as an area of emphasis, these professional development activities are aligned with content standards.

Professional development has had a direct impact on student learning. By way of example, as the faculty trained on curriculum mapping and integrated it into their lesson planning, RSPS saw immediate improvement in assessment testing. The mapping also identified redundancies and gaps that were immediately addressed. These simple changes have had a direct impact on improving the quality of the curriculum.

6. School Leadership:

Resurrection-St. Paul School is an inter-parish school governed by a deliberative board, which has fiduciary responsibility for establishing policy, ensuring financial viability, and setting the goals, objectives, and guiding principles of RSPS. The Board hires the principal as the instructional and spiritual leader of the school. The principal is charged with implementation of policy, management of personnel, and execution of the course of study and assessment. The School Board does not direct the daily operations of the school or set curriculum, both of which are the sole responsibility of the principal. The principal leads the students, faculty, and staff by example and fosters the community's spiritual, intellectual, and social growth.

The principal has initiated strategic programs designed to improve student achievement, including the implementation of curriculum mapping, the administration of the Murphy-Meisgeier Type Indicator for Children, the yearly evaluation of standardized testing results, and the establishment of Tech Tuesday. These programs demonstrate the unwavering focus of the leadership on the improvement of the curriculum to ensure the highest level of student achievement.

An Administrative Team, consisting of two assistant principals, two administrative assistants, a business manager, a school nurse, and a guidance counselor, works closely with the principal to ensure that all facets of the school function appropriately. The Administrative Team meets periodically to review and plan strategically. A Student Support Team, which includes the principal, both assistant principals, the school nurse, and the guidance counselor, meets weekly to discuss academic, social, and health concerns of students.

The team plans a course of action to meet the needs of the students. As a whole, both teams are focused on the best interests of the student.

Through the combined efforts of the principal, the faculty and staff, the pastors, an effective Home-School Association, and a dedicated School Board, RSPS provides the best possible learning environment in which to promote student achievement and attain its mission, which is the total formation of its students.

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>\$5510</u>	<u>\$5510</u>	<u>\$5510</u>	<u>\$5510</u>	<u>\$5510</u>	<u>\$5510</u>
K	1st	2nd	3rd	4th	5th

<u>\$5510</u>	<u>\$5510</u>	<u>\$5510</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th

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

4. What is the educational cost per student? \$ 5510 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 258
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
4 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
15 %

Subject: Reading

Grade: 1

Test: SAT 10

Edition/Publication Year: Primary 1A/2003 Publisher: Harcourt Assessment, Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr			
SCHOOL SCORES					
Average Score	73	67			
Number of students tested	54	53			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	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:

The Archdiocese of Baltimore does not require that standardized testing be administered to first graders. RSPS chooses to give the test in order to plan to best meet the needs of students and track progress over school years.

Subject: Mathematics

Grade: 3

Test: SAT 10

Edition/Publication Year: Primary 3A/2003 Publisher: Harcourt Assessment, Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr		Oct	
SCHOOL SCORES					
Average Score	70	76		80	
Number of students tested	57	50		54	
Percent of total students tested	100	100		100	
Number of students alternatively assessed	4	2		2	
Percent of students alternatively assessed	7	4		4	
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:

Third graders were not required, by the Archdiocese of Baltimore, to be tested prior to administering the SAT 10 TEST during the 2006-2007 school year.

RSPS chose to test third graders during the 2004-2005 school year to obtain data that would assist in planning curriculum to best meet the needs of its students.

Subject: Reading

Grade: 3

Test: SAT 10

Edition/Publication Year: Primary 3A/2003 Publisher: Harcourt Assessment, Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr		Oct	
SCHOOL SCORES					
Average Score	69	76		81	
Number of students tested	57	50		54	
Percent of total students tested	100	100		100	
Number of students alternatively assessed	4	2		2	
Percent of students alternatively assessed	7	4		4	
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:

Third graders were not required, by the Archdiocese of Baltimore, to be tested prior to administering the SAT 10 TEST during the 2006-2007 school year.

RSPS chose to test third graders during the 2004-2005 school year to obtain data that would assist in planning curriculum to best meet the needs of its students.

Subject: Mathematics

Grade: 4

Test: SAT10

Edition/Publication Year: Intermediate 1A/2003 Publisher: Harcourt Assessment, Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	75	74	83	83	84
Number of students tested	52	26	56	62	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	4	2	1	1
Percent of students alternatively assessed	4	8	4	2	2
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:

The Sat 10 has been administered for the past two school years, 2006-2007 and 2007-2008. Prior to that time, the ITBS was administered. The dates of testing were changed from October to April for the school year 2006-2007.

Testing materials were lost in transit going to Harcourt Assessment, Inc. during the 2006-2007 school year, therefore, data may not be accurate for the fourth grade.

Subject: Mathematics

Grade: 5

Test: SAT 10

Edition/Publication Year: Intermediate 2A/2003 Publisher: Harcourt Assessment, Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr		Oct	
SCHOOL SCORES					
Average Score	78	78		83	
Number of students tested	54	30		58	
Percent of total students tested	100	100		100	
Number of students alternatively assessed	2	4		2	
Percent of students alternatively assessed	4	7		3	
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:

Fifth graders were not required, by the Archdiocese of Baltimore, to be tested prior to administering the SAT 10 in the 2006-2007 school year.

RSPS chose to test fifth graders during the 2004-2005 school year to obtain data that would assist in planning curriculum to best meet the needs of its students.

Subject: Mathematics

Grade: 6

Test: SAT 10

Edition/Publication Year: Intermediate 3A/2003 Publisher: Harcourt Assessment, Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	75	76	84	83	88
Number of students tested	54	52	52	46	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	2	2	2	0
Percent of students alternatively assessed	9	4	4	4	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:

The Sat 10 has been administered for the past two school years, 2006-2007 and 2007-2008. Prior to that time, the ITBS was administered. The dates of testing were changed from October to April for the school year 2006-2007.

Subject: Mathematics

Grade: 7

Test: SAT 10

Edition/Publication Year: Advanced 1A/2003 Publisher: Harcourt Assessment, Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr		Oct	
SCHOOL SCORES					
Average Score	85	86		84	
Number of students tested	57	59		35	
Percent of total students tested	100	100		100	
Number of students alternatively assessed	4	1		0	
Percent of students alternatively assessed	7	2		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:

Seventh graders were not required, by the Archdiocese of Baltimore, to be tested prior to administering the SAT 10 in the 2006-2007 school year.

RSPS chose to test seventh graders during the 2004-2005 school year to obtain data that would assist in planning curriculum to best meet the needs of its students.

Subject: Mathematics Grade: 8 Test: SAT 10
Edition/Publication Year: Advanced 2A Publisher: Harcourt Assessment, Inc.
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	85	85	85	84	77
Number of students tested	57	46	33	32	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	1	1	1
Percent of students alternatively assessed	2	4	3	3	3
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:

The Sat 10 has been administered for the past two school years, 2006-2007 and 2007-2008. Prior to that time, the ITBS was administered. The date of testing was changed from October to April for the school year 2007-2008. During the 2006-2007 school year, eighth graders were tested at a different time than the rest of the student body so that their grades could be sent with high school applications.

Subject: Reading

Grade: 8

Test: SAT 10

Edition/Publication Year: Advanced 2A/2003 Publisher: Harcourt Assessment, Inc.

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	80	83	85	85
Number of students tested	57	46	33	32	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	1	1	1
Percent of students alternatively assessed	2	4	3	3	3
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:

The Sat 10 has been administered for the past two school years, 2006-2007 and 2007-2008. Prior to that time, the ITBS was administered. The date of testing was changed from October to April for the school year 2007-2008. During the 2006-2007 school year, eighth graders were tested at a different time than the rest of the student body so that their grades could be sent with high school applications.

Eightn

----- **END OF DOCUMENT** -----

34