

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12   
Charter

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

Official School Name Saint Charles Borromeo Catholic School  
(As it should appear in the official records)

School Mailing Address 4005 Edgewater Drive  
(If address is P.O. Box, also include street address.)

Orlando Florida 32804-2836  
City State Zip Code+4 (9 digits total)

County Orange State School Code Number 0913

Telephone ( 407 ) 293-7691 ext. 224 Fax ( 407 ) 295-9839

Web site/URL www.stcharles-orlando.org E-mail magnew@stcharles-orlando.org

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent Dr. Harry Purpur  
(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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

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

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

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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### 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  
 \_\_\_\_\_ 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. 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	16	25	41	7	31	39	70
K	26	16	42	8	27	42	69
1	17	17	34	9			
2	26	18	44	10			
3	25	21	46	11			
4	32	35	67	12			
5	34	18	52	Other			
6	29	40	69				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>534</b>

6. Racial/ethnic composition of the school:
- |                   |                                |
|-------------------|--------------------------------|
| 68 %              | White                          |
| 6 %               | Black or African American      |
| 16 %              | Hispanic or Latino             |
| 10 %              | Asian/Pacific Islander         |
| 0 %               | American Indian/Alaskan Native |
| <b>100% Total</b> |                                |

*\*Asian test score data not disaggregated. Less than ten students in a class.*  
 Use only the five standard categories in reporting the racial/ethnic composition of the school.

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

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	<b>8</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	<b>7</b>
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	<b>15</b>
<b>(4)</b>	Total number of students in the school as of October 1	<b>555</b>
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	<b>0.03</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>3</b>

8. Limited English Proficient students in the school:  $\frac{1}{8}$  %  
 Total Number Limited English Proficient

Number of languages represented: 2  
 Specify languages: Spanish, Vietnamese

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %  
16\* Total Number of Students Served

*\*One student has two conditions, Emotional and Specific learning Disability*

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

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  2  </u>	<u>    </u>
Classroom teachers	<u> 28 </u>	<u>    </u>
Special resource teachers/specialists	<u>  1  </u>	<u>    </u>
Paraprofessionals	<u> 10 </u>	<u>  4  </u>
Support staff	<u>  8  </u>	<u>  1  </u>
Total number	<u> 49 </u>	<u>  5  </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	97%	96%	96%	95%
Daily teacher attendance	97%	98%	97%	97%	98%
Teacher turnover rate	14%	18%	21%	17%	14%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

## **PART III – SUMMARY**

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Founded on January 24, 1955, Saint Charles Borromeo Catholic School has had a tradition of excellence. Guided by the faithful dedication of the Sisters of Saint Joseph, Saint Charles Borromeo Catholic School consisted of a mere seventy-five students in its first year, but quickly grew as the small community of College Park sought to provide a Catholic education for its children. Although the Sisters currently no longer walk the halls of the school, their spirit of commitment can still be found here as the faithful community of Saint Charles celebrates 51 years of Catholic values and traditions.

As an educational community vibrant in intellectual and artistic life, the school encourages the students to be rich in faith and to understand all that God has created. The students of Saint Charles live in an atmosphere that cultivates the mind as well as the spirit. By incorporating the traditions and teachings of the Catholic Church in all classes, the students look at the world of math, science, literature, art, and music through the moral glasses of God's laws. By providing opportunities for sharing their time, talent, and treasure with others, the students are challenged to follow the school's mission statement to be faith-filled people proud to proclaim the Gospel Message of Jesus Christ, and to take that message one step further and be responsible, respectful, confident learners who can be compassionate and caring to others around them.

Accredited through the Florida Catholic Conference, Saint Charles currently serves 534 students. Each teacher is certified by the State of Florida in the appropriate subject area. Offering a variety of activities and special programs, the school extols the many teachers who volunteer to serve as mentors, tutors, and club sponsors. Some of the extra curricular activities include: National Junior Honor Society, Student Council, musical theater and productions, juried art shows, Odyssey of the Mind, chorus, Science Fair, cheerleading, and a variety of outdoor and indoor sports. As positive role models, the teachers guide the students to make interpersonal connections and to understand that learning and serving are life-long processes.

Believing that parents are the students' primary teachers, we consistently encourage a harmonious balance of parental involvement. Parents, faculty, staff, students and administrative personnel work together to ensure the academic, spiritual, and emotional success of the students. Parents serve as members of the school board, home and school, parish councils, athletic committees, lunchroom volunteers, mentors, tutors, and room parents, enriching not only the lives of the students, but also the lives of the entire Saint Charles community.

Although Saint Charles' students excel in and out of the classroom, the administration and staff hold fast to the adage, "Work hard, Play hard, Pray hard." The curriculum is indeed rigorous and is instrumental in preparing students for a successful high school experience, but it is equally as important to have a spiritual strength and a playful spirit. Striving for excellence in learning should not consume childhood. Saint Charles endorses high standards, yet recognizes that there is a time for students to value self-reflection and to enjoy the experiences of life.

### **Saint Charles Borromeo Catholic School Mission Statement**

*As a faith-filled community, Saint Charles Borromeo Catholic School is committed to proclaiming the Gospel Message of Jesus Christ. We are cultivating responsible, respectful, trustworthy individuals who are confident in their knowledge and compassionate in His service.*

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

### **PART IV – ITEM 1**

Students at Saint Charles Borromeo Catholic School are assessed each year with the completion of Riverside Publishing's Iowa Test of Basic Skills® (ITBS), a nationally norm-referenced testing program. Students in grades three through eight take the ITBS achievement test in October and grade two takes the ITBS in March. Additionally, grades three, five, and seven complete the Iowa Cognitive Abilities Test® (COGAT) which assesses the verbal skills of classification, sentence completion, and verbal analogies and the numerical skills for recognizing quantitative relationships, number series, and building equations. The COGAT series also measures nonverbal reasoning/learning skills that include figure classification, analogies, and analysis. These two testing tools are used to:

- ✚ Assess student's thinking/reasoning skills.
- ✚ Measure learning abilities and student academic success.
- ✚ Reveal academic expectations for student achievement.
- ✚ Identify challenging curriculum areas.
- ✚ Compare students' abilities with their actual performances.

Using norm-referenced testing, the faculty and staff can evaluate student achievement at the student level, school level, district level, and national level, thus providing a variety of internal and external views of student performance and learning outcomes.

Categorized by subject for each grade level tested, the ITBS testing results present a Building Summary which analyzes the school's overall performance and growth. An analysis of the 2006 fall testing indicated that the eighth grade received a composite national percentile rank of 81, meaning that the students scored higher than 81% of eighth grade students tested nationwide. Therefore, based on standard score and deviation according to the Council of American Private Education® (CAPE) guidelines, the eighth grade results translate into the 90<sup>th</sup> percentile. Additionally, reading scores over the last three years have gradually increased or remained consistently above the national norms. In a school-wide comparison, all grade levels finished at or above the 90<sup>th</sup> percentile with the exception of seventh grade which still scored well above the national norm. Eighth grade has also shown consistency in math scores over the last five years having achieved scores in the middle to high seventies percentile range.

Traditionally scoring above the national average in total reading and math on the ITBS, Saint Charles students have demonstrated steady strength in these two curriculum areas. More importantly, using the ITBS subgroup categories to determine mastery of specific skills has proven beneficial in curriculum planning. For instance, analysis of the math computation subgroup enabled the administration and staff to directly respond to an area that needed improvement and allowed for teaching strategies and textbook selection to be evaluated so as to improve student mastery. Focusing on this area proved successful as scores improved in some class levels from the high seventies to the middle eightieth percentile.

Although norm-referenced testing is clearly recognized as an important assessment instrument, the administration and staff utilize numerous other alternative assessment tools to measure student learning and achievement. For example, the STAR Reading® test is administered at the beginning and end of each school year to determine appropriate reading levels and to track reading progress. Teacher observations, writing portfolio assessments, parent-teacher conferences, as well as standardized and diagnostic testing throughout the curriculum, also are significant indicators of student progress.

## **PART IV – ITEM 2**

Saint Charles utilizes the results from ITBS testing in three ways: (1) to inform parents and students of the student's growth from grade to grade, (2) to provide administration and teachers with information to support instructional decisions about curriculum, and (3) to follow the progress of groups as they move through the grades. ITBS score results are broken into three different reports:

- ✚ Annual Analysis Report - comparing grade levels to each other.
- ✚ Grade Analysis Report - comparing each grade level to the previous year's grade level.
- ✚ Progressive Analysis Report - tracking each group's progress from second grade to graduation.

The analysis of these reports helps to identify student strengths and/or weaknesses, and to expose any gaps that might exist in curriculum design.

Having recently completed the School Improvement Process<sup>®</sup> (SIP) for accreditation renewal, Saint Charles has made ITBS analysis an integral part of the Action Plan for the next five years. ITBS results will soon be available on-line through a score reporting service. This service will generate in-depth reports to help maximize the success of the SIP Action Plan goals. Individual student performance reports aid teachers in modifying teaching strategies to create optimal learning situations. In conjunction with the ITBS analysis, new Curriculum Mapping<sup>®</sup> software, soon to be implemented, will assist in the design of classroom instruction for specific concepts and skills. Teachers will have more information to develop strategies for differentiated instruction for both remedial and gifted students.

The ITBS results can be used to generate change. In 2004, for example, the ITBS subtest results identified a school-wide need for improvement in math computation. In an effort to correct this skill, emphasis was placed on instructional design and implementation of teaching strategies to help improve the students' skills in speed and accuracy. What once was a weakness now has turned out to be a definitive strength. This can be corroborated by the achievement results of all grade levels scoring above the national norms, with fifth through eighth grade scoring from the high seventieth to middle eightieth percentile.

## **PART IV - ITEM 3**

Results from standardized testing and other assessment tools are communicated in various ways. Parents receive a student's individual ITBS report as well as a score testing interpretation summary and overall school performance analysis. Administration and staff are also available for individual conferences to discuss the results if a parent has any additional questions regarding their child's specific performance. A series of meetings of the school board, parish and parents is another mode of communication of standardized testing results and academic achievement. The administration presents an analysis of the results to the school board and pastor to identify possible policy changes and/or modifications. These results are also included in the "State of the School" presentation in January which is open to all parents and interested parties of the parish community.

ITBS results are interpreted to be school specific, grade specific, and child specific. The administration meets with the staff as a whole to share ITBS results and the data driven implications that may impact curriculum decisions concerning academic growth. The effectiveness of past curricular modifications is also discussed and evaluated. Grade level meetings convene to interpret the data and to note trends. The teaching staff then assesses individual results so as to implement individual modifications that will spawn future success.

Other assessment tools such as portfolios, projects, written reports, oral presentations, and scored rubrics for individual subject matters are communicated through parent/teachers conferences. The use of Edline<sup>®</sup>, the web based profile system for the school, allows access to each student's progress through an on-line, password protected account. Information concerning assessment grades is updated on a weekly basis.

#### **PART IV – ITEM 4**

Saint Charles considers it an honor to share its successes, awards, and accomplishments, not only in the Orlando Diocese, but also within the surrounding community. For instance, the Rotary Club of College Park recognizes one exemplary eighth grader as Student of the Month. Talented art students represent the school in juried art shows such as the Winter Park Art Festival and the Central Florida Fair. The music department holds numerous concerts and plays throughout the year which are advertised in the school's weekly newsletter, "The Bulldog's Bark." For the past three years, the Disney Dreamer and Doer® participants have been selected as members of the elite 100 students in the Central Florida area, showcasing the qualities instilled from the home, the school, and the parish.

Utilizing a strong marketing committee and a band of tireless volunteers, the school aggressively seeks ways to extol the value of a strong, academic education to members of the surrounding community. Technologically, the school's website keeps parents, students, and potential new families current on the latest news about the school. Brochures and advertisements serve as direct marketing tools to reach a multitude of people. Additionally, student accomplishments are regularly recognized in "The Florida Catholic" and the local "College Park Community" newspapers. This year, parents participated in surveys in which we were selected "**Best Of**" for Central Florida Private Schools, which affirmed the school's mission of cultivating the mind and spirit of its students.

Saint Charles administration and staff look forward to opportunities for collaborating with other diocesan schools. Within the next few years, Curriculum Mapping® will be used in all schools in the diocese. Each school's curriculum information maps will be available via the Internet®. Every teacher in the diocese will have the curriculum maps for any school, grade, or level at their fingertips. It will be an invaluable tool for communication for the sharing of ideas, comments, and suggestions.

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

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### **1. Curriculum**

Saint Charles Borromeo Catholic School places an emphasis on the development of compassionate, responsible, respectful, trustworthy, hardworking and confident students. The curriculum at Saint Charles focuses on the academic requirements of the state of Florida as well as the development of Catholic beliefs and values.

**MATH:** The math curriculum provides a step-by-step developmental instruction that helps students move from a concrete to an abstract understanding of mathematical concepts. The critical thinking process is integrated throughout the grade levels enhancing problem solving skills. Cooperative learning and interactive technology prepare students for real-world applications of mathematical skills. Advanced students in grades seven and eight are placed in pre-algebra or algebra classes.

**LANGUAGE ARTS:** A rich literature-based Language Arts program is the key to success in many other curriculum areas. The Language Arts curriculum at Saint Charles promotes higher-level understanding and comprehension of the spoken and written word. Guided reading and phonemic awareness are essential building blocks of successful comprehension and vocabulary.

**SCIENCE:** A spiral curriculum provides exposure to physical, natural, and earth sciences at all levels. An investigative method of instruction leads students into an appreciation and greater understanding of scientific concepts. Hands-on exploration of the physical world is the basis of the primary grades science curriculum. Middle school focuses on the scientific method and inquiry.

**SOCIAL STUDIES:** In preparing tomorrow's citizens, current curriculum concentrates on asking the essential questions. These essential questions center on content learning that includes citizenship, geography, state history, American history, and world history. From kindergarten through eighth grade, students are taught the impact individuals have on a global society and on our changing world.

**RELIGION:** Catholic identity is foremost in the religion program at Saint Charles. Strong emphasis is placed on school-wide monthly themes that focus on the school's mission statement. Instruction utilizes current faith formation materials. Curriculum includes the study of the Church, Sacraments, the Mass, the Bible, and the development of a joyful prayer life.

**SPANISH:** Spanish is taught at all grade levels (Pre-K/8<sup>th</sup>). Pre-K has fifteen minutes per week, Kindergarten through Fifth grade have thirty minutes per week, and Middle School has two forty minute classes weekly throughout the school year. The Spanish curriculum includes the study of the Hispanic culture and history. Primary grades work to build a strong vocabulary background so that basic conversational Spanish can be practiced in a variety of formats. The upper grades incorporate writing, grammar, and fluency in conversational Spanish. Additional Spanish instruction is offered in the Middle School APEX program.

**FINE ARTS:** Music, art, and drama form the fine arts curriculum. The primary music program develops an understanding of simple rhythms and song. Intermediate and middle school students learn music notation and play a variety of instruments. Performances throughout the year showcase the students' growing repertoire of musical knowledge. Art instruction promotes creativity and self-expression using a wide variety of media. Students are also exposed to art history in the intermediate grades and middle school.

**PHYSICAL EDUCATION:** Physical education promotes the development of a healthy, well-rounded student. A wide variety of physical activities focusing on gross and fine motor skills are taught. Another area of importance is the teaching of good sportsmanship on and off the athletic field. St. Charles participates in the Presidential Fitness Award program.

## **2a. Reading**

The reading curriculum at Saint Charles Borromeo Catholic School motivates students to read fantasy/realistic fiction, content-rich non-fiction, and expository text. The selections of decodable literature progress from easy to complex stories written in different genres. Decoding and phonics are used as keys to early reading success. A systematic, sequential phonics approach is reinforced throughout the reading curriculum. Multiple repetition and cumulative review for skills retention is a basic part of the learning application. Direct instruction, story questions, and integrated activities, including Writing Across the Curriculum and Thinking Maps, provide students with a comprehensive approach to reading and writing in all subject areas. Through rich literature and examples of good writing, students are given tools to expand their writing skills.

Students in younger grades use phonics and “letter buddies” for word formation and learning sight words. Middle school students have a reading program that is literature-based, emphasizing novels, including many historical novels. Writing first person narratives and expository pieces also encourages a further understanding of story elements. Across all grade levels, book reports, dramatization and visual art displays, are incorporated into the curriculum.

The Accelerated Reader Program offers a reward system to promote the love of reading. The Star Reading Program assists students and teachers in assessing individual progress throughout the year. Using these strategies, students develop into knowledgeable readers and successful writers. Research shows that implementing literature-based reading combined with *Writing Across the Curriculum*, integrates skills which lead students to success in all areas of learning.

## **3. Technology**

In an effort to create knowledgeable and informed twenty-first century learners, the school infuses technology into all parts of student learning. The school employs a full time technology instructor to train students in kindergarten through eighth grade. Curricular decisions are based on the standards of the International Society for Technology in Education® (ISTE) and meet Florida State and Orlando Diocesan standards.

Beginning in kindergarten, students learn the parts of the computer and their functions and are exposed to various forms of interactive technology. The Mimio Xi®, which turns an ordinary whiteboard into a virtual learning tool, is particularly beneficial in promoting the motor skill capabilities of younger students. Using this technology, students learn to manipulate a computer screen from the front of the room, thus allowing structured practice in completing an Interactive Technology Unit using Power Point® before students attempt the activity from individual computer stations. As students progress through elementary school, they learn the basic skills for word processing, database spreadsheet formation, and presentation implementation. By the time students have reached middle school, they have a solid foundation in keyboarding skills and software implementation and are ready to incorporate technology into their everyday lives.

Placing an emphasis on internet safety and proper internet protocol, the school has a strict policy for utilizing the World Wide Web®. Utilizing Think.com®, a free, web-based program that provides safe exploration for internet based social communication, the middle school students become multimedia learners as they prepare projects and present them to larger learning communities. Using technology, students can also venture into cyberspace collaborating with other students from as many as forty-nine different countries as they formulate innovative ideas and solve real-world problems.

#### **4. Instructional Methods**

School Motto-“Cultivating Mind and Spirit”

Saint Charles Borromeo Catholic School places an emphasis on the academic, spiritual, and social development of all students. Believing that every student can achieve excellence, teachers approach the curriculum using auditory, visual, and kinesthetic means to deliver curriculum content. Catering to the individual needs of the students, teachers prepare lesson plans that address the different modalities of the students and make accommodations as needed. Implementing Bloom’s Taxonomy into interdisciplinary approaches to learning, teachers provide students with numerous opportunities to use critical thinking strategies to solve real world problems.

Following the academic requirements of the state of Florida and the Diocese of Orlando, the teaching staff is committed to moving students forward into the twenty-first century. Through interactive activity centers, the use of manipulatives, experiential learning activities, cooperative learning, and the integration of technology, students are provided with a plethora of ways to construct new knowledge. Subject integration is achieved through coordination of projects that include art, music, media, and computer technology. Middle school students may take a variety of APEX classes including, Latin, band, chess, jewelry making, criminal investigation, pottery, French, computer applications, anthropology, cooking and dance thus providing yet another level of academic achievement and personal growth.

Alternative assessments also influence the affective and cognitive development of the students. The use of portfolios, peer assessments, and metacognitive evaluations helps to build confident learners who are not afraid to take risks and who can practice “learning to learn” principles.

#### **5. Professional Development**

The school professional development plan includes the diocesan program as well as the goals identified in the School Improvement Process Action Plan. Teachers attend workshops as well as weekly faculty meetings to discuss curriculum objectives and to share current educational practices. Additionally, each teacher is required to attend catechist courses prescribed by the diocese (DCCP).

Faculty members are strongly encouraged to attend continuing education classes, conferences, workshops, and in-service days to enhance teaching skills. In past years, teachers have attended Staff Development for Educators, Second, Third, and Fourth Grade Conferences, Florida Foreign Language Conference, Early Childhood Conference, Florida Educator’s Technology Conference, Curriculum Mapping Development Conference, Thinking Maps Conference, and the National Science Teacher’s Conference. In addition, two teachers completed the Master Teacher Program in 2005 and two more are currently enrolled in the program.

Teachers belong to a variety of teaching organizations including: the National Catholic Education Association, International Technology Education Association, Early Childhood Association of Florida, Southern Early Childhood Association, Orange County AEYC, Association for Supervision and Curriculum Development, Florida Foreign Language Association, International Reading Association, Florida Association for Media in Education, National Science Teacher’s Association, the Florida Association of Science Teachers, and the National Association for the Education of Young Children.

The Principal critiques lesson plans regularly to ensure that critical thinking skills are implemented into the curriculum. Formal and informal observations assess classroom instructional practices. A professional library provides reference materials for current trends and practices. Teachers are prime resources for other teachers providing help with classroom issues and conducting workshops for curriculum enrichment. Grade level meetings act as venues for teacher discussions.

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

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1. Private school association(s): National Catholic Education Association (NCEA), Florida Association for Supervision and Curriculum Development (FASCD), National Middle School Association (NMSA), National Association for the Education of Young Children (NAEYC), Association for Supervision and Curriculum Development (ASCD), Florida Catholic Conference (FCC)  
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first)

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

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

<u>\$4,100.00</u> K	<u>\$4,100.00</u> 1 <sup>st</sup>	<u>\$4,100.00</u> 2 <sup>nd</sup>	<u>\$4,100.00</u> 3 <sup>rd</sup>	<u>\$4,100.00</u> 4 <sup>th</sup>	<u>\$4,100.00</u> 5 <sup>th</sup>
<u>\$4,100.00</u> 6 <sup>th</sup>	<u>\$4,100.00</u> 7 <sup>th</sup>	<u>\$4,100.00</u> 8 <sup>th</sup>	\$ <u>      </u> 9 <sup>th</sup>	\$ <u>      </u> 10 <sup>th</sup>	\$ <u>      </u> 11 <sup>th</sup>
\$ <u>      </u> 12 <sup>th</sup>	\$ <u>      </u> Other				

4. What is the educational cost per student?      \$5,307.00  
 (School budget divided by enrollment)

5. What is the average financial aid per student?      \$ 500.00

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?            1   %

7. What percentage of the student body receives scholarship assistance, including tuition reduction?            9   %

# Saint Charles Borromeo Catholic School

## Assessment Data

*REFERENCED AGAINST NATIONAL NORMS*

### Grade 8

**Grade:** 8

**Test:** Iowa Test of Basic Skills

**Edition/Publication Year:** Form A / 2000

**Publisher:** Riverside

**What groups were excluded from testing? Why, and how were they assessed?** No groups were excluded.

**Scores are reported here as:** Percentiles

<b>READING</b>	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>81</b>	<b>76</b>	<b>70</b>	<b>76</b>	<b>79</b>
# of students tested	69	71	70	70	70
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Hispanic Students					
Total Score	<b>83</b>	--	--	--	--
Number of students tested	10	<10	<10	<10	<10

<b>MATH</b>	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>73</b>	<b>77</b>	<b>73</b>	<b>75</b>	<b>77</b>
# of students tested	69	71	70	70	70
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Hispanic Students					
Total Score	<b>75</b>	--	--	--	--
Number of students tested	10	<10	<10	<10	<10

# Saint Charles Borromeo Catholic School

## Assessment Data

*REFERENCED AGAINST NATIONAL NORMS*

### Grade 7

**Grade: 7**

**Test:** Iowa Test of Basic Skills

**Edition/Publication Year:** Form A / 2000

**Publisher:** Riverside

**What groups were excluded from testing? Why, and how were they assessed?** No groups were excluded.

**Scores are reported here as:** Percentiles

<b>READING</b>	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>74</b>	<b>80</b>	<b>75</b>	<b>69</b>	<b>77</b>
# of students tested	70	68	70	62	64
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Hispanic Students					
Total Score	<b>50</b>	--	--	--	--
Number of students tested	10	<10	<10	<10	<10

<b>MATH</b>	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>70</b>	<b>71</b>	<b>73</b>	<b>68</b>	<b>71</b>
# of students tested	70	68	70	62	64
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Hispanic Students					
Total Score	<b>49</b>	--	--	--	--
Number of students tested	10	<10	<10	<10	<10

# Saint Charles Borromeo Catholic School

## Assessment Data

*REFERENCED AGAINST NATIONAL NORMS*

### Grade 6

**Grade: 6**

**Test: Iowa Test of Basic Skills**

**Edition/Publication Year: Form A / 2000**

**Publisher: Riverside**

**What groups were excluded from testing? Why, and how were they assessed?** No groups were excluded.

**Scores are reported here as:** Percentiles

<b>READING</b>	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>76</b>	<b>73</b>	<b>72</b>	<b>69</b>	<b>66</b>
# of students tested	69	69	67	69	64
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Hispanic Students					
Total Score	<b>74</b>	<b>77</b>	<b>75</b>	--	--
Number of students tested	14	13	10	<10	<10

<b>MATH</b>	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>73</b>	<b>69</b>	<b>67</b>	<b>69</b>	<b>65</b>
# of students tested	69	69	67	69	64
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Hispanic Students					
Total Score	<b>69</b>	<b>66</b>	<b>68</b>	--	--
Number of students tested	14	13	10	<10	<10

# Saint Charles Borromeo Catholic School

## Assessment Data

*REFERENCED AGAINST NATIONAL NORMS*

### Grade 5

**Grade: 5**

**Test: Iowa Test of Basic Skills**

**Edition/Publication Year: Form A / 2000**

**Publisher: Riverside**

**What groups were excluded from testing? Why, and how were they assessed?** No groups were excluded.

**Scores are reported here as:** Percentiles

<b>READING</b>	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>78</b>	<b>82</b>	<b>79</b>	<b>70</b>	<b>78</b>
# of students tested	52	70	59	69	70
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Hispanic Students					
Total Score	<b>70</b>	--	--	--	--
Number of students tested	10	<10	<10	<10	<10

<b>MATH</b>	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>72</b>	<b>73</b>	<b>64</b>	<b>60</b>	<b>70</b>
# of students tested	52	70	59	69	70
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
Hispanic Students					
Total Score	<b>58</b>	--	--	--	--
Number of students tested	10	<10	<10	<10	<10

# Saint Charles Borromeo Catholic School

## Assessment Data

*REFERENCED AGAINST NATIONAL NORMS*

### Grade 4

**Grade: 4**

**Test:** Iowa Test of Basic Skills

**Edition/Publication Year:** Form A / 2000

**Publisher:** Riverside

**What groups were excluded from testing? Why, and how were they assessed?** No groups were excluded.

**Scores are reported here as:** Percentiles

<b>READING</b>	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>79</b>	<b>80</b>	<b>80</b>	<b>82</b>	<b>70</b>
# of students tested	67	51	68	66	67
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

<b>MATH</b>	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>72</b>	<b>72</b>	<b>79</b>	<b>73</b>	<b>65</b>
# of students tested	67	51	68	66	67
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

\* Scores were not disaggregated because subgroups were less than 10 students per class.

# Saint Charles Borromeo Catholic School

## Assessment Data

*REFERENCED AGAINST NATIONAL NORMS*

### Grade 3

**Grade: 3**

**Test:** Iowa Test of Basic Skills

**Edition/Publication Year:** Form A / 2000

**Publisher:** Riverside

**What groups were excluded from testing? Why, and how were they assessed?** No groups were excluded.

**Scores are reported here as:** Percentiles

<b>READING</b>	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>77</b>	<b>73</b>	<b>72</b>	<b>70</b>	<b>76</b>
# of students tested	46	68	65	65	65
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

<b>MATH</b>	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	October	October	October	October	October
<b>SCHOOL SCORES</b>					
Total Score	<b>68</b>	<b>68</b>	<b>65</b>	<b>64</b>	<b>65</b>
# of students tested	46	68	65	65	65
% of total students tested	100	100	100	100	100
# of students alternatively assessed	0	0	0	0	0
% of students alternatively assessed	0	0	0	0	0

\* Scores were not disaggregated because subgroups were less than 10 students per class.

# Saint Charles Borromeo Catholic School

## Assessment Data

*REFERENCED AGAINST NATIONAL NORMS*

### Grade 2

**Grade: 2**

**Test:** Iowa Test of Basic Skills

**Edition/Publication Year:** Form A / 2000

**Publisher:** Riverside

**What groups were excluded from testing? Why, and how were they assessed?** No groups were excluded.

**Scores are reported here as:** Percentiles

<b>READING</b>	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
Total Score	N/A	<b>71</b>	<b>67</b>	<b>77</b>	<b>62</b>
# of students tested	N/A	35	54	60	60
% of total students tested	N/A	100	100	100	100
# of students alternatively assessed	N/A	0	0	0	0
% of students alternatively assessed	N/A	0	0	0	0

<b>MATH</b>	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	March	March	March	March	March
<b>SCHOOL SCORES</b>					
Total Score	N/A	<b>64</b>	<b>62</b>	<b>67</b>	<b>64</b>
# of students tested	N/A	35	54	60	60
% of total students tested	N/A	100	100	100	100
# of students alternatively assessed	N/A	0	0	0	0
% of students alternatively assessed	N/A	0	0	0	0

\* Scores were not disaggregated because subgroups were less than 10 students per class.