

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

Official School Name Roncalli High School (As it should appear in the official records)

School Mailing Address 3300 Prague Road (If address is P.O. Box, also include street address)

Indianapolis Indiana 46227-7096 City State Zip Code+4 (9 digits total)

Tel. (317)787-8277 Fax (317)788-4095

Website/URL www.roncalli.org Email cweisenbach@roncallihs.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

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

Name of Superintendent Mrs. Annette Lentz (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Indianapolis Tel. (317)236-1430

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

(Superintendent's Signature) Date

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

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

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

PART II - DEMOGRAPHIC DATA

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
 _____ TOTAL

2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 8 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8			
2				9	113	135	248
3				10	116	116	232
4				11	122	113	235
5				12	120	117	237
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							952

6. Racial/ethnic composition of the students in the school:
- | | |
|-------|----------------------------------|
| 96 | % White |
| _____ | % Black or African American |
| 2 | % Hispanic or Latino |
| 2 | % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 1.8 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	18
(4)	Total number of students in the school as of October 1	949
(5)	Subtotal in row (3) divided by total in row (4)	.018
(6)	Amount in row (5) multiplied by 100	1.8

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: _____
 Specify languages:

9. Students eligible for free/reduced-priced meals: 5 %
45 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{6}{54}$ %
54 Total Number of Students Served

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

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>22</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>25</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>5</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>5</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>2</u>
Classroom teachers	<u>55</u>	<u>3</u>
Special resource teachers/specialists (This 8 includes 4 guidance counselors)	<u>8</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>73</u>	<u>9</u>

12. Student-“classroom teacher” ratio: 16.8

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	98%	98%	97%	98%	97%
Teacher turnover rate	12%	14%	13%	17%	11%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate	15%	12%	16%	18%	15%

14. (**High Schools Only**) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>229</u>
Enrolled in a 4-year college or university	<u>84.7 %</u>
Enrolled in a community college	<u>9.6 %</u>
Enrolled in vocational training	<u>1.7 %</u>
Found employment	<u>3.0 %</u>
Military service	<u>1.0 %</u>
Other (travel, staying home, etc.)	<u>N/A %</u>
Unknown	<u>N/A %</u>
Total	<u>100 %</u>

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Roncalli High School is located in Indianapolis, Indiana. Roncalli is a Catholic high school with an enrollment of 950 students. Our mission is rooted in the gospel decree to recognize, develop, and share our God-given talents. Our strength lies in the unrelenting commitment to the belief that our students are abundantly gifted by a divine Creator. Our mission is to allow our students to discover their giftedness and to provide a disciplined and nurturing environment that allows them to begin to develop those gifts so that they may be used to edify themselves, their families, their community and their world.

Our school's community is comprised of 14 Catholic parishes that make up the South Deanery of the Archdiocese of Indianapolis. Within these parishes we draw students from a wide range of socioeconomic backgrounds; from very poor center-city students to students from very affluent suburbs. Our school population is 98% Catholic.

Roncalli offers a comprehensive curriculum. We believe that all students can learn and that, indeed, no student should be left behind. We are able to serve students with learning disabilities through our special needs program. On the other end of the spectrum, we offer many courses that afford students the opportunity to earn college credit before they leave high school. There is a strong commitment to a disciplined environment with high expectations for our students.

Our strengths are many but are most significant in the area of student accomplishments and community involvement. Our Service Learning program and Christian Ministry program feature hundreds of our students reaching out and "re-presenting" Jesus to many in our community and communities throughout this country and the world. From rebuilding homes for the poor in Appalachia, to building a new home in Indianapolis through Habitat For Humanity, to collecting canned goods, to sponsoring an underwear and sock drive for a Haitian village, to tutoring grade school students in poverty-stricken neighborhoods, our students and staff are involved in a wide variety of meaningful service opportunities. They are learning to use their abundant gifts in service to the world.

The climate of the school is, therefore, rich with compassion and care for one another. In this environment students and staff have flourished. The academic achievements of our students are many. The awards and recognition attained by our faculty are impressive. There is a genuine sense in the school that we have a unique spirit of optimism about the promise of the future. The many great social problems of our day await our graduates. By passing along the sense of adventure that comes with meeting these challenges, Roncalli High School will indeed continue to "touch the future."

PART IV – INDICATORS OF ACADEMIC SUCCESS

Private Schools

- 1. Report the school’s assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. If at least 90 percent of the students take the SAT or ACT, high schools should include the data. If fewer than 90 percent of the students in the appropriate classes take the SAT or ACT, *do not report the data*. Limit the narrative to one page.**

Roncalli High School is proud of the scores our students have earned on the state’s Graduation Qualifying Exam (GQE). Our scores this past year were the 11th highest from over 400 schools that took the test in the state of Indiana. Even more significant, our GQE scores were the highest for any private or parochial school in the state that does not use a selective admissions process!

With our open enrollment policy, we are home to the most inclusive student body of any private or parochial school in Indiana. Our Special Needs Resource Program has grown significantly over the past four years. This growth has been in both the number of students we are serving as well as in the range of learning disabilities and mental handicaps that our program is addressing.

The trend across our state has been that as a school’s special needs enrollment increases, their GQE scores decrease. We are very pleased that we have bucked this trend at Roncalli. Even with an increasing special needs population, our GQE scores continue to rise. We have spent a great deal of time and energy in-servicing the teachers of our special needs students on the best practices in working with students with mental handicaps and/or learning disabilities.

As an archdiocesan high school we have nine K-8 grade schools that serve as feeder schools for Roncalli High School. Over the past 15 years, close to 90% of our student body has come from these nine schools. We have worked diligently with the teachers in these nine schools, especially in the core curricular areas, to ensure that our curriculum was aligned vertically in a K-12 fashion. It is our belief that this comprehensive approach to curriculum alignment has made for a more seamless curriculum and plays a role in the successful test scores of our students.

- a. b. c. Because we have no ethnic/racial subgroups that comprise at least 10% of our student body, we have no disaggregated data.**

For Public and Private Schools

- 2. Show in one -half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

The standardized High School Placement Test is given to all incoming freshmen during their eighth grade year. The results of this test are one of the pieces of information used in placing students into proper classes and diploma tracks.

Results of Indiana’s Graduation Qualifying Exam (GQE), given near the beginning of the sophomore year, are used by English and Math teachers to determine to what extent students are mastering essential skills and to identify potential areas of weakness in curriculum and instruction. Department chairs and faculty members review the aggregate scores and how the students master each state standard. Students not meeting graduation standards are immediately scheduled to begin remediation classes.

The Learning & Study Skills Inventory (LASSI) assessment is frequently used to provide direction for a student that is struggling in school. Guidance counselors and teachers use this tool to determine areas of specific strengths and weaknesses of individual students. From this, an improvement plan is developed and put into action for each student.

Roncalli has also served as a pilot school for the Indiana Department of Education's Core 40 tests. These tests are given in the subjects of Algebra 1, Algebra 2, Geometry, Chemistry, and Physics. The results from these criterion-referenced tests are valuable in determining to what extent our students are mastering the essential skills in these areas.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

On-line grades access – Roncalli is in its second year of offering its students and parents 24-hour a day access to the student's grades via the internet and the school's web site. Using a code word/password system, a parent or student can review the child's academic performance to date in each of his/her seven classes. An e-mail address for the teacher in each of those seven classes is posted right alongside the grade, which allows for instant communication in case there are questions or comments.

Parent-teacher conferences – Roncalli holds parent-teacher conferences on two nights during the first semester and on one night during the second semester. Parents have the opportunity to conference with each of their child's teachers on these nights.

ISTEP/GQE scores - Parents receive in the mail a copy of their child's scores on this test along with a detailed explanation of the scores. The letter accompanying these scores also details how the school, as a whole, performed on the test. Counselors meet individually with those students that do not achieve a score above the state's cut score. Additionally, our school issues a press release for local newspapers detailing the results achieved by our students. These results are also published in our bi-monthly newsletter to parents and alumni.

4. Describe in one-half page how the school will share its successes with other schools.

Vertical alignment of curriculum – Roncalli has worked diligently with the nine Catholic grade schools that serve as its feeder schools in the area of curriculum alignment. Meetings for the elementary, middle and high school teachers in a specific curriculum area have been held for the past five years. The appropriate alignment of the curriculum has been the main focus of these meetings. We have shared the concept, meeting agendas, materials, and speakers with other schools. We would continue to promote this process and help facilitate it where there is an interest.

Teachers, counselors and administrators as facilitators - A large number of our teachers and administrators have presented at archdiocesan, state and national conferences or workshops in an attempt to share what is working in our school.

Host visitors from other schools – Roncalli has hosted in the past and would continue to host administrators, teachers, counselors and department chairpersons from other schools, who wish to visit and find out more specific details about some of the different facets of Roncalli.

Professional journals/publications – Roncalli teachers, counselors and administrators will be encouraged to share their knowledge, expertise and successful ideas by submitting articles for publication in professional journals.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.**

Roncalli High School continuously works to develop a strong academic curriculum by challenging the evolving needs of an academically diverse student body, guided at all times by state and community standards as well as by our mission as a Catholic secondary school. To ensure that no child is left behind, students are offered a variety of core and elective courses at different ability levels as well as a Resource Program to meet the special needs of our student population.

Students are counseled to enroll in a curriculum that pushes the limits of their God-given abilities while still enabling them to have academic success. The curriculum allows for a great deal of individual responsibility for learning. This is evidenced by a heavy emphasis on homework, consistent patterns of quizzing and testing, comprehensive semester exams, outside requirements of projects and research papers and a wide variety of educational opportunities outside the classroom. A diversified curriculum that features four ability tracks provides students with the opportunity to realize their full potential. Course curriculum guides are provided to all students and families and are written in student-centered outcomes format. Curricular changes are evaluated on a yearly basis, and in the last three years nine new classes have been added to the master schedule.

The Roncalli curriculum features a wide array of college and life preparatory courses. The curriculum revolves around eleven academic departments including Business, English, Fine Arts, Foreign Language, Health/Physical Education, Home Economics, Industrial Technology, Mathematics, Religion, Science, and Social Studies. Additionally, Roncalli has a Special Needs department to enhance the educational success of students with learning disorders and mental handicaps.

Close to 90% of our students complete requirements for the Indiana Core 40 diploma, developed by the Indiana Commission for Higher Education. Roncalli also offers the Academic Honors Diploma, which demands a higher GPA, enrollment in advanced classes, and earning seven additional credits. In the last five years, 40% of Roncalli students have earned this high distinction. Many institutes for higher education offer academic scholarships to students who earn this diploma.

Roncalli offers nine Advanced Placement (AP) courses that are designed to encourage accelerated students to work and achieve at a more intense level than is possible in other classes. In the last five years, Roncalli students have earned hundreds of college credit hours through their enrollment in these classes.

The Roncalli Foreign Language Department offers a five-year program in French, German, and Spanish. All students earning a Core 40 diploma have completed at least two years of a foreign language, and all students earning an Academic Honors diploma have completed at least three years of a foreign language. Nearly 70% of the Roncalli student body is enrolled in a foreign language. Many Roncalli seniors test out of foreign language credit hours upon entering college. Each language sponsors a bi-annual trip to the native country of at least one-week duration.

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

The English language curriculum is a sequential program offering various ability tracks. The freshman and sophomore classes are genre-based literature with an emphasis on critical reading, vocabulary, grammar, writing and oral presentations. Focusing on vocabulary through the literary selections and

augmenting those selections with a separate vocabulary text, our goal is to raise the vocabulary recognition and retention level of our students through standardized testing, creative use of writing assignments, and critical reading segments on unit exams. Writing assignments center on the literature as well as expository forms and creative writing.

The junior English curriculum centers around a chronological timeline of American literary authors with an emphasis on the various literary periods. Vocabulary development through literary selections as well as a separate vocabulary text, are also emphasized. Research and expository writing focuses on literary works and enhances the students' skills with documentation and online databases.

The senior year includes a survey course of British literature with expectations of developing a confident, personal writing style. Use of a separate vocabulary book and a focus on interpreting literary passages combine to cement a strong vocabulary. Writing a carefully documented research paper is a culmination of the senior curriculum. Additional electives include etymology, speech, journalism, and student publications.

We have given particular attention to promoting the love of reading and remediation of students reading below grade level. The DEAR Program (Drop Everything And Read) allows for a fifteen minute period each week where everyone - teachers, secretaries, custodians, and administrators - in the building stops what they are doing and reads something of their choice. Students testing below grade level on the GQE their sophomore year are mandated to participate in evening and weekend remediation classes taught by our teachers. These students stay in these classes until they have passed the test. In the three years students have had to pass this test to graduate 646 of 646 students have met the standard by their senior year!

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Our Service Learning program is an integral component of the link between our mission and our curriculum. We know that our students are abundantly gifted. It is vital that the gifted artist learn that art can be used to serve others and to enhance and enrich the community. The skilled mathematician must learn to recognize the need for her gift and how it can be shared with the world.

There are two means by which students can be of service to others within the established school curriculum. One way is through the Social Justice class for juniors and the senior Christian Ministry class. The other way is through classes in other departments in coordination with the interdisciplinary Service Learning program. Examples of the types of projects undertaken through these opportunities include:

- Math classes developing study guides and math games for grade school children
- Woodworking students building bookcases and selling them, donating the money to local charities
- Science students studying the effect of pollution on streams and then cleaning a local stream
- Drafting students drawing plans used by the school for a layout of athletic fields being built by Roncalli
- Choral students singing in nursing homes and homeless shelters
- Spanish students tutoring children at the Indianapolis Hispanic Center

The Service Learning program has attained recognition at the national level as one of five schools in the country recognized by the Blue Ribbon School of Excellence program in 1998. Our program was more recently honored as the top school in the country in the national "Set a Good Example" program sponsored by the Concerned Businessmen of America.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Our instructional methods fit into the following categories: teacher-initiated and led, student-led, community-based, technology-based, and manipulatives. Teacher directed activities include lecture, questions and answer, remediation programs, review sessions, academic competitions, and field trips. Assessments in the classroom are not solely based on paper-pencil activities. Projects, group reports, portfolios, speeches, and conversation tests in foreign language are commonly used methods of authentic assessment.

Students also take an active role in this process. Our peer-tutoring program encompasses over 100 participants each quarter in which one student assists in developing the skills of another. Additionally, you will find our students using hands-on learning in the fine arts department, including student conductors, stage managers, directors, and technicians (sound and light boards) for assemblies and special events.

Technology is also used to enhance student learning. It is used in all curricular areas to supplement classroom presentations and textbook materials. Specific computer software and the PLATO instruction program serve as remediation programs for special needs students. On-line high school and college courses are available along with correspondence courses.

Manipulatives provide students with experiential learning opportunities through hands-on activities in science, math, physical education, consumer and family sciences, and industrial technology.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Roncalli High School has a three-pronged professional development program: (1) development of a mission-centered approach (2) development of technological expertise (3) development of subject area expertise and pedagogy.

A typical school year has the faculty participating in a minimum of ten hours of professional development which focuses on their affective role as a teacher operating within our mission as a Catholic high school. These motivational, inspirational and affirming sessions have included students, local pastors, parents and graduates as the keynote speakers or panelists.

For the past three years, we have implemented the Technology Integration Program, which came about through a grant and a partnership with Purdue University. Each year there are six teachers that participate in this program designed to help them master ways in which they can integrate technology in their classrooms. These teachers then have a responsibility to share their new techniques with other members of their respective departments.

Finally, it is our sense that some of the best professional development opportunities for our teachers are at their local, state and national subject area conventions. Members of the math, social studies, English, religious studies, fine arts, science, business, health/physical education and foreign language departments annually attend their state and/or national conference.

The effect on student achievement is difficult to quantify. Noting the high level of achievement of our students on the aforementioned GQE is the best tangible evidence we have of the success of our program.

STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 10 Test ISTEP/GQE

Edition/publication year 2002 Publisher McGraw Hill

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The State Board of Education in Indiana establishes a cut score. Students scoring at or above this cut score have passed the ISTEP+/GQE. There is no designation given to these scores such as proficient, advanced, etc. They are simply reported as passing. Those students scoring below the cut score are listed as not passing and are required to retake this exam.

STATE CRITERION-REFERENCED TESTS

Roncalli High School Data Display Table for Mathematics

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	SEPT.	SEPT.	SEPT.	SEPT.
SCHOOL SCORES				
TOTAL PASSED	91%	88%	91%	88%
Number of students tested	229	244	253	243
Percent of total students tested	99.1	100	99	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
STATE SCORES				
TOTAL PASSED	68%	65%	67%	63%

Roncalli High School Data Display Table for Language Arts

	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	SEPT.	SEPT.	SEPT.	SEPT.
SCHOOL SCORES				
TOTAL PASSED	90%	93%	90%	92%
Number of students tested	229	244	253	243
Percent of total students tested	99.1	100	99	10
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
STATE SCORES				
TOTAL PASSED	68%	68%	69%	70%

INDIANA DEPARTMENT OF EDUCATION
TEST RESULTS for RONCALLI HIGH SCHOOL

Percentage achieving a passing score:

LANGUAGE ARTS	02-03	01-02
• Roncalli High School	90%	93%
• 90 th Percentile for State of Indiana	87%	87%

MATH	02-03	01-02
• Roncalli High School	91%	88%
• 90 th Percentile for State of Indiana	83%	85%

Data provided by:

Gary Wallyn
 Indiana Department of Education
 Director of School Data
 317-232-9716