

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. Jean Moschella

Official School Name: Christ Our King-Stella Maris School

School Mailing Address:
1183 Russell Drive
Mount Pleasant, SC 29464-4057

County: Charleston State School Code Number*:

Telephone: (843) 881-1651 Fax: (843) 971-7850

Web site/URL: www.coksm.org E-mail: jmoschella@coksm.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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Sister Julia Hutchison

District Name: Diocese of Charleston SC Tel: (843) 402-9115

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. John Byrne

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.

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

**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. 2 Number of years the principal has been in her/his position at this school.

 26 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	19	25	44	7	43	35	78
K	41	26	67	8	39	28	67
1	30	41	71	9			0
2	35	37	72	10			0
3	47	28	75	11			0
4	38	33	71	12			0
5	41	39	80	Other			0
6	40	35	75				
TOTAL STUDENTS IN THE APPLYING SCHOOL							700

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
1 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
95 % White
2 % 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.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1.	700
(5)	Total transferred students in row (3) divided by total students in row (4).	0.023
(6)	Amount in row (5) multiplied by 100.	2.286

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: 1 %

Total Number of Students Served: 4

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>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</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>2</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>7</u>
Special resource teachers/specialists	<u>7</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>8</u>
Support staff	<u>3</u>	<u>4</u>
Total number	<u>46</u>	<u>19</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 16 :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%	97%	98%
Daily teacher attendance	96%	99%	97%	98%	98%
Teacher turnover rate	6%	2%	0%	0%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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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	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Christ Our King-Stella Maris School was founded in 1950 on Sullivan's Island near Charleston, South Carolina. The school soon outgrew its campus and was moved onto the mainland in nearby Mount Pleasant. It now serves 700 children from pre-kindergarten through grade 8. The children are mainly from Catholic families who are both well-educated and very supportive of their children's education.

The mission statement of the school directs us to educate and to inspire the whole child. Because we are a Catholic school, this mission is based on the tenets of our faith, and in everything that we do, we try to reflect those beliefs and values. To this end we work in a Christ-centered atmosphere to provide strong programs in academics, fine arts, stewardship, and enrichment opportunities. There is a strong commitment by the faculty to challenge the students to explore their talents and to equip them with the knowledge necessary to successfully interact with the complex world in which we live.

With a continual effort to keep this vision in focus, the Christ Our King-Stella Maris School community has been encouraged over the past few years. The students' performance in Reading and Math on the Iowa Test of Basic Skills has placed us in the top 10% of schools in the country. Nearly a third of last year's 8th graders were named to an annual list of Outstanding Eighth Grade Scholars for their high scores on the PSAT, and 44% of that class placed into honors classes at their prospective high schools.

In addition to a very rigorous academic curriculum, the students are continually enriching their academic experience with programs in the arts, such as in Performance Music and Drama, as well as in both competitive and non-competitive athletics. The school supports many different athletic teams such as golf, basketball, and volleyball. After the school day ends, many students are involved in activities such as chess club, computer club, MathCounts, school newspaper and band. There are also many times when we do something just for fun, such as school dances, special lunches or holiday celebrations.

Students' academic achievements are celebrated in events such as quarterly Honors Assemblies, a diocesan Spelling Bee and the National Geography Bee. The students regularly enter writing contests, and last year we swept all five prizes in one local competition.

Field trips are planned to enhance the classroom learning and some students have gone to Europe and Mexico with their teachers over the past several years. Because we are located next to historic Charleston, students go on teacher-guided walking tours downtown. The 5th grade goes on a three day trip to a barrier island where they learn about marine life and the ecology of the land.

Students learn to give back to the community from an early age. The students choose from a list of charities and every Wednesday before Mass they collect money, food or clothing that is sent to those who are in need. The 4th graders are in charge of recycling for the school and everyone participates.

We are fortunate enough to have a legion of parent volunteers to help build our programs and promote a sense of community. The School Board, composed of many dedicated people with expertise in their fields, advises us on matters pertaining to the efficient and best way of running the school. The Home and School Association works tirelessly to raise money and spirit.

The faculty is composed of certified teachers, many of whom have advanced degrees and/or National Board Certification. They work successfully and enthusiastically to give the students the best educational experience possible.

Clearly, there is a positive energy within the school community that manifests itself in a dedication to learning, a mutual commitment to excellence and a pride in the achievements of both students and faculty.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Analyzing the results of our standardized tests data for the years 2003-2008 reveals a consistent trend in both our math and reading scores.

For the past two years the school has used new norms and although the math scores appear to have dipped slightly, this may be due to the fact that the test is now taken a month earlier than in the past. Even considering the new norms, our scores remain in the top 10% of the nation.

Following each grade's average scores from grade three to grade eight is a particularly good indicator of growth. Longitudinal analysis of our math results show that the longer a student is in the school, the better his overall scores become.

The reading results for the same five years are very consistent even with the change in norms, with almost every class in every year having a national percentile averaging in the mid to high eighties.

We consider this good result in standardized testing to be indicative of a very strong educational program, since we do not give an entrance test based on a student's prior knowledge or ability. As a parochial Catholic school we are non-exclusive and accept people on the basis of their desire for a Catholic education. Results of our standardized testing in other areas are high as well, with some even higher than the scores in math and reading. Of particular interest are our results in Social Studies and Science. On the latest test which was taken in September, 2008, the eighth graders had a national percentile average of 80 in Science and 82 in Social Studies, placing in the top ten percent of the nation there as well. All 67 students in our 8th grade class took the test.

The teachers and the principal examine the results of these standardized tests and write narratives describing them. After discussion of the data, the faculty brainstorm ways to come up with prescriptions for attacking problem areas. When the dip in the 5th grade math on the 2007 test was discovered, it was determined that the class had been working hard on critical thinking skills and we realized that we needed to make sure that calculation was not being overlooked. The upper level teachers noted that they were able to correct the problem quickly and that the prior work in critical thinking actually helped the 7th and 8th grade classes to remain very strong.

It appears that this emphasis on critical thinking encouraged more students to embrace the new math concepts in the upper grades and this year there has been a very great increase in students' taking part in Math Club and in MathCounts competitions. They were very successful in these competitions, and even won the Silver Level Award. Only three other schools in the state have won that award. Last Spring, our middle school students placed fourth out of eleven teams in a competition designed for high school level students.

We do not participate in the state assessment system and at this time we have no sub-groups in the school.

2. **Using Assessment Results:**

Each year, after receiving the results of the Iowa Test of Basic Skills, the teachers meet and study the results of their students' performance. The intention is to find areas of strengths and weaknesses and to focus on using these results to modify and enhance instruction in order to get the maximum improvement in teaching and learning.

The results are also used to adjust rigor in the curriculum and to differentiate instruction. An example of this would be our response to our students' results in Reference Materials. After looking at ways to improve their scores from 2007, the faculty and principal decided to initiate a course in Internet Research Topics for the middle school students. In this class, the students are analyzing content of internet sources. Guided by the media specialist, they learn ways to make the best possible use of sources that are available to them.

Another example of how the test results are used in decision making would be that last year, after examining scores, the need for greater critical thinking skills was identified. In response, a course on Forensics was added where students learn debating skills as a means of getting them to examine problems from many different perspectives.

In Math, certain focal points have been identified as being necessary to concentrate on in the intermediate grades so that the students are very strong in those areas when they arrive in middle school. This is evidenced by the continued improvement in the 6th, 7th and 8th grade math scores.

In addition to the above, the results of the COGAT test are examined. The COGAT is a test of cognitive abilities. It is predictive in nature, while the ITBS is a test of basic skills and an indicator of performance levels in various subjects. Using both helps determine any patterns of disparities in what a student is expected to attain and actual performance. Although we are looking for patterns, we also follow up on individual disparities to determine if there is a problem with any particular student. After teachers make these determinations, they submit a report to the principal expressing their findings and concerns and noting initiatives for improving and enhancing instruction.

3. Communicating Assessment Results:

At Christ Our King-Stella Maris School assessment results are communicated to parents and to the community in various ways.

Initially, the students' results are sent home with a letter from the principal explaining some of the terms used. Parents are informed that test scores should never be interpreted in isolation and that they measure only a sample of the curriculum. They are further informed that scores should be considered with their standard error of measurement and that a range is more accurate than a number.

In the same letter, parents are made aware of the differences between a Grade Equivalent and a National Percentile Ranking. This is explained by using an example, such as if a student with a Grade Equivalent of 6.3 (sixth grade, third month) is a sixth grader who took the test in September, this would be considered average. If that same student had a Grade Equivalent of 8.7 (eighth grade, seventh month), it would be considered above average because that score would be expected of an eighth grader who took the test in February. We explain the significance of the National Percentile using an example as well.

It is suggested to the parents that the tests be saved from year to year and compared to determine a student's continued learning development. We invite them to contact us if they would like additional information, and inform them that our guidance counselor would be happy to help them interpret results.

Parents are informed about our use of assessment data for adjusting the curriculum and for placement in some classes that allow the students in the 8th grade to get credit for high school level work. Results are shared with the larger community by including them in a profile that is sent out from the Diocesan Office.

4. Sharing Success:

Christ Our King-Stella Maris School is a place where the value and responsibility of sharing is a high priority. Sharing our time, talents and treasure with many others in the community and around the world is something that we proudly undertake. An example of this would be our invitation to teachers from all other diocesan schools to come here to take part in some workshops and professional development courses that we have initiated and/or have underwritten. Just this past year, we sponsored two graduate level courses taught by faculty from the College of Charleston so that teachers from our school and from other diocesan schools could renew certifications or just improve instruction. Our facility is frequently offered for diocesan-wide in-

services for teachers and administrators. In addition to this, teachers from Christ Our King-Stella Maris School have been sent to work on curriculum updating committees for the entire Diocese of South Carolina.

Other schools are often invited to come for various events, both academic (such as the Reader's Digest Vocabulary Bee, and the Diocesan Spelling Bee) and non-academic (such as sports competitions) . In the event that Christ Our King-Stella Maris should be awarded the Blue Ribbon, we will continue to be a resource for other schools who would like to improve their academic achievement. Demonstrating some of the best practices that we have found to interested schools would be an honor for us as well as a benefit to them.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Christ Our King-Stella Maris School offers a rich curriculum of strong academics that engages all students from our 4 year old kindergartners to our eighth graders. In the early years, the students receive a well-rounded, highly academic basis for their future education. Academic excellence is expected in all grades and teachers deliver instruction in all subjects in a combination of traditional and very creative methods. Basic skills are a main focus and they are enriched at every level by programs in the arts.

The lower school students are engaged in a rigorous core curriculum, in addition to having programs in art, music, technology, library skills, foreign language, and physical education. In the middle school all of the academic classes are taught in a holistic way, using a block schedule. Teachers plan together to create the most cross-curricular program possible. An example of this would be in a sixth grade Humanities class where they have been studying ancient civilizations, while in Literature they study the mythology of Greece or Rome. At the same time, the English teacher gives time in class for the study of Latin roots and stems. The art teacher incorporates art from that time, such as Roman columns or Greek architecture. This is our first year with this type of framework. It appears to be working quite well and the teachers are reporting great enthusiasm from the students.

In the 6th, 7th and 8th grade classes, all students are required to take Spanish as a full year academic course. In the middle school curriculum, there is a course in Forensics where students learn to debate and do other forms of public speaking. The school offers a course in Social Education and within that course all the students in grades kindergarten through grade eight participate in the *Steps to Respect* program, which addresses the problem of bullying. All students have computer as an enrichment course, and in the 8th grade there is a class called Advanced Computer Topics where they learn web-design and computer programming code. Middle school also offers the option of a year long Performance Music class which culminates in a second semester musical play. Students may also choose Performance Drama or General Music, which incorporates music history, theory, vocal and instrumental techniques and composition.

In addition to our encompassing emphasis on living our faith, the study of Religion is a requirement for all classes. From kindergarten through grade eight, students learn about Catholicism. In the early grades they learn about God, prayers and the basic beliefs of Christianity. The teachers prepare them for the sacraments of Reconciliation and First Communion. In the upper grades, they study both the Old and New Testaments and the history of the Church. They affirm their faith in the Sacrament of Confirmation when they are in the 8th grade. Of course, students practice their faith in many ways, such as praying together every day, and by participating in the Mass together every Wednesday morning. The school's great tradition of service begins in their learning about what it is to follow the teachings of Christ.

Math classes, which include a high school level course in Algebra, are designed to teach the basics early on and to be very challenging at the middle school level. Teachers make use of manipulatives, Smartboards, computers and individually differentiated instruction. In Science, the above tools are employed; additionally, in various grades, students perform laboratory experiments, including the dissection of a frog and a shark.

In the area of Visual Arts, the students are challenged to understand the place of art in history through the studying of the Masters, both past and present. They are taught to appreciate the role of art in society in areas as diverse as architecture, advertising, graphics and computer art. They are encouraged to use their personal vision to create a unique expression of their imaginations. According to grade level, they study drawing, painting, printmaking, sculpture and crafts.

High expectations in the classrooms include personal interpretations of poetry, engaging in classroom discussions and participating in projects that are designed to enrich the learning experience.

The media center supports the literature-based reading program that is taught by the elementary teachers by providing both fiction and non-fiction books on a variety of levels, as well as magazines and periodicals to stimulate various personal interests. The *Reading Counts Program* is open to all students in grades one through eight to encourage personal responsibility and individual self-assessment. For the upper school, the librarian teaches a course called *Internet Research Topics* to aid the students in learning where and how to find good sources of information.

Students succeed in the Humanities, Math, Science and Language classes through student-teacher interaction, peer evaluations and parent involvement in overseeing their study habits.

2a. (Elementary Schools) Reading:

The school's reading curriculum is literature-based and multi-faceted. It includes elements of phonics, literature, vocabulary and grammar. The school chose this approach to learning because of its wide application to so many other subjects. Taking cues from all different types of literary modes maximizes the effect of learning across the curriculum and the students become aware that reading and comprehension are at the base of all learning.

The classes use leveled reading books and make use of writing as an integral part of the reading process. Students create plays, poetry, and artwork based on their readings. Expository writing based on readings in classes such as Social Studies or Literature helps the teachers to assess the comprehension of new material and further enhances skills. Middle school students taking Humanities study roots and stems of words and use novels to reinforce and refine skills. Because the middle school is committed to learning across the curriculum, there is a strong emphasis on relating the language, history and literature of specific time periods. One example of this would be the 7th grade's reading of novels such as *The Diary of Anne Frank* or *Animal Farm* in Humanities class and examining them from both literary and historical perspectives. The school participates in Reading Counts and has an Academic Support program for reading recovery at all levels.

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

The mission statement of Christ Our King-Stella Maris School expresses, in part, that "Through strong programs in academics, fine arts, stewardship, and athletics, both staff and students are challenged to fully explore their talents, [and] to equip themselves with the necessary knowledge to interact with the complex world around them."

The school's program in Social Studies and History (which in the middle school is now Humanities) is a very good example of how the curriculum relates all of the skills and knowledge taught to our stated mission. Social Studies is taught to all the students in the school, beginning in grade one and going through grade eight. The children are taught about the history of mankind from earliest times up until the present day. According to grade, the learning is specific to a certain area, state, nation or the world. It is stressed to them that Geography is vitally important and all classes emphasize the understanding of where places are and what is

significant about them. The school participates yearly in the National Geography Bee which helps to raise their awareness of the importance of the subject.

Teachers strive to make the students aware of the importance of understanding the world from a global perspective. Students are taught that we are all inter-connected and that we must live in the global society. Understanding other cultures is at the top of the list in our search for true knowledge. To that end, we try to make the learning about history and culture as real as possible for the children. Some of the teachers take students to other countries in the summer in order to expand their knowledge and opportunities. We support global initiatives such as Water Missions International that helps to provide clean water for those in Third World countries and Heifer International which allows people in underdeveloped countries to buy animals so that they can support themselves.

We have a sister school in Belize and collect money and clothing for the children in that school. We celebrate Chinese New Year and bring in people from diverse cultures to enlighten the students through a multi-cultural program called *Creative Spark*. A good example of the school's attempt to enrich the curriculum in Social Studies happened last Spring when two of the people on the staff who had been in the Peace Corps in Africa addressed the middle school about their experiences and the value it held for them as well as for the countries that were receiving the help.

Students learn from the discipline of Social Studies that they are very privileged and that it is their duty to give back to the community and to others who have less. It is believed that their learning about and practicing stewardship will inspire them to be adults who understand the value of people helping people.

4. Instructional Methods:

Christ Our King-Stella Maris School uses a wide variety of instructional methods in order to meet the needs of 700 individual students. One part of this is a commitment to using technology in the classroom. In addition to having two well-equipped computer labs, each classroom has at least three computers for the students' use. Teachers and students enthusiastically use Smartboards, and the current goal is to have at least a computer and LCD projector in each room. Many classes use united streaming and virtual field trips in order to reach all types of learners.

Instruction is also given in hands-on ways, such as in the science lab where students of all ages learn about lab safety and do age-appropriate experiments. In this same vein, fifth graders experience planting, cultivating and harvesting a garden, which is located on the school grounds. When the planted vegetables are harvested, students bring them home, cook them, and bring them back to school for a special feast.

The fourth graders "shadow" their parents at work on one day and then they discuss and write about their "real life" experiences. They also compete in the Stock Market Game and have won top awards in the state in the past several years. The fourth grade classroom is called "Snyderville" after the teacher's name, and is set up like a small town, with a mayor, storekeepers, bankers, etc. The students write checks for the groceries that they "buy" and handle money in very practical ways. For many students, this is the thing that lets them love math.

There is an opportunity in our Academic Support Program for individual or small group instruction for students who are struggling or who have some special needs. The teacher in this class focuses on reading recovery and in strengthening computation skills for students who need the extra help.

Another method for differentiating instruction is using the students in the role of teacher. Reading Buddies allows older students to read to younger ones and this becomes a powerful learning tool for both groups.

In addition to these supplements to the core curriculum, the school offers many clubs after school that promote differentiated learning, such as the Chess Club, Computer Club, choir, band and newspaper.

5. Professional Development:

The professional development opportunities at Christ Our King-Stella Maris School include periodic (several times per year) in-service presentations given by the Diocese of Charleston. In addition, beginning last year, our teachers have taken graduate level courses, taught by faculty from the College of Charleston and held in our school library, that fulfilled requirements for re-certification. Teachers are encouraged to sign up for classes offered by the county and are provided funds towards any professional development that they would like to take in a given year, provided that the principal agrees that it is beneficial and will support student learning. To this end, teachers have gone to conferences on Differentiated Learning, Focal Points in Math, Computer Instruction in the Classroom, and many others. In our diocesan curriculum in math, focal points are key, and taking courses like these helps teachers to stay up to date with content standards.

Several times in the last couple of years, the teachers have gone as a group to a conference, such as last year when the Kindergarten teachers went to a weekend conference in North Carolina. Within our own school, teachers have had In-Service days where there was a speaker who lectured on a topic of interest, such as the presentation we had at the beginning of this year on the *Steps to Respect* program (anti-bullying).

At the weekly faculty meetings, teachers share their best practices and help each other to support student learning. The computer technology coordinator offers instruction for teachers in computer topics as a way of supporting their instruction and thereby helping students to achieve at their highest levels.

Because we are currently investigating the International Baccalaureate Program, last year we sent a teacher to a week-long conference in California to learn about it and he returned and presented what he had learned to the rest of the faculty. We also invited the coordinator from another school that has the IB Program to come and speak to our teachers. There are currently plans to continue this avenue while we are still in this investigative phase.

6. School Leadership:

The role of the principal in the school is primarily to act as instructional leader. In this school that means organizing and leading all faculty meetings, which are held weekly, and meeting with teachers of grade levels to discuss the curriculum and its effectiveness. In addition to a weekly meeting with the entire faculty, the principal meets as needed with the faculty of the middle school to assess and refine the goals and standards of the program.

The principal and assistant principal evaluate all faculty members in any given year. Our policy requires that each faculty member has two formal evaluations per year. The principal meets with individual teachers on specific problems or questions on a daily basis. Teachers are required to submit their lesson plans to the principal on a monthly schedule. The principal and assistant principal confer daily about all matters pertaining to the school.

Additionally, the principal meets with parents regarding any problems or concerns that cannot be resolved at the classroom level.

The principal prepares the budget with members of the Finance committee and decides what programs are necessary to the advancement of the instruction in the school. Where dollars are spent is a good indicator of priorities in a school, and the principal is aware that using the money wisely to create the best program is essential to the quality of the academic program. A few examples of this would be the priority given to professional development, new programs such as the anti-bullying initiative, and programs in the arts, such as the *Creative Spark* program which involves the students in the arts of a wide variety of cultures.

Hiring and keeping the best quality teachers is a major priority at Christ Our King-Stella Maris School. The principal is responsible for all hiring and makes sure that all teachers are state certified and highly qualified. One of the challenges of a parochial school is that we cannot pay the salary that public school teachers receive; still, we are very successful at retaining very dedicated people.

An example of how leadership ensures a focus on improving student achievement is the strict adherence to a policy of being very protective of instructional time and letting almost nothing interrupt it.

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>\$3655</u>	<u>\$3655</u>	<u>\$3655</u>	<u>\$3655</u>	<u>\$3655</u>	<u>\$3655</u>
K	1st	2nd	3rd	4th	5th
<u>\$3655</u>	<u>\$3655</u>	<u>\$3655</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? \$ 4318 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 317
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
7 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
92 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 3 Test: ITBS
 Edition/Publication Year: 2000/2005 Publisher: Riverside
 Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	66	64	73	71	72
Number of students tested	74	74	71	70	65
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

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

Notes:

The latest scores are from 2008 . We put them in 2007 column because there was no place for 2008. The other years are in descending order down to 2004

Subject: Mathematics Grade: 4 Test: ITBS
Edition/Publication Year: 2000/2005 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	67	68	65	80	77
Number of students tested	71	78	75	68	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

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

Notes:

We put 2008 scores in 2007 column because there was no place for 2008. The other years are in descending order down to 2004

Subject: Mathematics Grade: 5 Test: ITBS
Edition/Publication Year: 2000/2005 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	55	53	72	73	82
Number of students tested	80	80	74	76	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

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

Notes:

We put the 2008 scores in the 2007 column because there was no room for 2008. The other years are in descending order down to 2004.

Subject: Mathematics Grade: 6 Test: ITBS
Edition/Publication Year: 2000 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	60	71	70	85	82
Number of students tested	73	80	73	63	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

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

Notes:

We put the 2008 scores in the 2007 column because there was no room for 2008. The other years are in descending order down to 2004

Subject: Mathematics Grade: 7 Test: ITBS
Edition/Publication Year: 2000/2005 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	78	77	81	80	83
Number of students tested	78	73	69	68	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

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

Notes:

We put 2008 scores in 2007 column because there was no room for 2008. The other years are in descending order down to 2004

Subject: Mathematics Grade: 8 Test: ITBS
Edition/Publication Year: 2000/2005 Publisher: Riverside
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Sep	Sep	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	78	78	78	83	86
Number of students tested	66	77	65	66	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

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

Notes:

We put 2008 scores in 2007 column because there was no room for 2008. The other years are in descending order down to 2004. Norms were changed in 2007

