

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. Peggy Warner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Christ the King School
(As it should appear in the official records)

School Mailing Address 46 Peachtree Way
(If address is P.O. Box, also include street address.)

Atlanta Georgia 30305-3736
City State Zip Code+4 (9 digits total)

County Fulton State School Code Number* N/A

Telephone (404) 233-0383 Fax (404) 266-0704

Web site/URL christking.org E-mail pmwarner@christking.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* Mrs. Diane Starkovich
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Atlanta Tel. (404) 888-7833

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. Bradford Young
(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

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other

_____ N/A TOTAL

2. District Per Pupil Expenditure: _____ N/A _____

Average State Per Pupil Expenditure: _____ N/A _____

SCHOOL (To be completed by all schools)

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

- [X] 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. 18 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
K	37	29	66	7*	19	29	48
Pre-1st	7	7	14	8	25	14	39
1	35	34	69	9			
2	27	40	67	10			
3	39	29	68	11			
4	29	34	63	12			
5	29	33	62	Other			
6	29	33	62				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							552

*Each year, 10-15 6th grade students elect to move to the Marist School which starts in 7th grade.

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>91</u> | % White |
| <u>3</u> | % Black or African American |
| <u>4</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

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: 1%

[This rate should be 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	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	552
(5)	Total transferred students in row (3) divided by total students in row (4)	.01
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: English

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: 0 %
0 Total Number of Students Served

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>2</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>71</u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u> </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>4</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>1</u>
Special resource teachers/specialists	<u>12</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>12</u>
Support staff	<u>5</u>	<u>7</u>
Total number	<u>50</u>	<u>21</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 20:1
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%	96%	96%	96%	96%
Daily teacher attendance	97%	97%	97%	98%	98%
Teacher turnover rate*	21%	19%	14%	21%	21%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A %				

*Christ the King School has been in existence since 1937. In the last five years, a significant number of teachers have retired. In addition, younger members of the faculty have left teaching to start their families.

PART III - SUMMARY

Christ the King School is a Catholic school serving children in grades kindergarten through eight. Founded in 1937, the school primarily serves families of the Cathedral of Christ the King. The school's mission is to inspire a love of learning and to prepare students for active participation in, and contributions to, the Church and community. With emphasis on Christian principles, Christ the King School develops individual responsibility and nurtures the spiritual, emotional, intellectual, social, and physical growth of each child.

Christ the King School is operated by certified and dedicated administrators and educators with a commitment to Catholic education. All full-time classroom and enrichment teachers hold, or are in the process of obtaining, state certification. The school is accredited by the Southern Association of Independent Schools and the Southern Association of Colleges and Schools. Memberships include the National Catholic Educational Association, the Georgia Independent School Association, the Atlanta Area Association of Independent Schools, the National Association of Secondary Schools Principals, the National Association of Elementary School Principals, the National Middle School Association, the Georgia Middle School Association, and the Association for Supervision and Curriculum Development.

A comprehensive core curriculum in mathematics, language arts, science, social studies, and religion is offered to all students in kindergarten through eighth grade, with Spanish being offered as a core subject in grades seven and eight. Classes in art, music, Spanish, physical education and health, technology, and media prepare students at all grade levels for participation in today's larger and more diverse community. The school's guidance program provides students, families, and teachers with additional support to better ensure each student's academic and social success.

Christ the King School views education as a cooperative effort. The collaboration of family, school, church, and community broadens and enriches the sense of identity and consistency vital to the school's total educational program. Together with the family, the school provides an opportunity for educational and moral development within a climate of support and openness. Families supplement the education experience through participation in the school's Parent Volunteer Association (PVA), an organization supporting extra-curricular programs including the bi-annual book fairs, Sunshine Math, Fun Run and Grandparents' Day. The PVA consistently provides funding for the acquisition of additional instructional materials and equipment, and for the continuing professional development and degree advancement of administrators and teachers.

A strong school program is a work in progress with continuous evaluations, readjustments, and improvements. In 1999, the school and parish communities came together to implement a capital campaign, raising funds for the construction of additional classrooms and redesign of the school's existing classrooms, media center, and administrative offices. As a result, Christ the King School was able to significantly reduce its class size while increasing overall school enrollment. Having accomplished this goal in 2005, administrators, teachers, and parents initiated an in-depth strategic planning process with the assistance of the firm of Catholic School Management. These efforts resulted in the creation of a five-year plan to further improve and enhance the school's curriculum, facilities, Catholic identity, ownership and governance, administrative structure, and development.

Recognizing the value of the past, Christ the King School combines a long history of effective educational experience with ongoing planning and development. Christ the King School is proud of its tradition of uniting school, family, and faith for the benefit of its students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results:

In addition to diverse classroom assessments, Christ the King School administers the Iowa Test of Basic Skills (ITBS), a norm-referenced test published by Riverside Publishing Company, to students in kindergarten through seventh grade. The ITBS measures student performance in the areas of math, language arts, social studies and science. Overall performance for the past four years by grade level is included in Part VII of this report. Composite scores for Christ the King School in 2006 placed its students in the 87th percentile range for reading and 83rd percentile range for math. The school's scores are consistently in the top 10% of reported ITBS scores and are well above the national average.

The school also administers the Comprehensive Test of Phonological Processing (CTOPP) to all kindergarten students. The CTOPP evaluates a child's phonemic awareness which strongly correlates to a child's readiness to read. Early intervention has been shown to be the most effective way to improve reading skills. The information gleaned from the CTOPP enables teachers and administrators to provide support for learners before they fall behind.

Historically, Christ the King School's students have scored above the national average in all areas. ITBS and CTOPP scores provide valuable information regarding each grade level's performance. Annual reviews of the individual, grade level and school-wide scores allow administrators and faculty to evaluate the curriculum and determine the success of or identify weaknesses in current instructional methods. Where adjustments are deemed necessary, new or additional learning techniques are incorporated into the curriculum to ensure the educational success of the students.

Using Assessment Results:

The ITBS is administered every March. The results are closely studied by the administration and faculty to discover trends across and within the grade levels in order to identify individual student, or program, strengths and weaknesses. This information forms the basis for ongoing program improvements. In addition to the ITBS, other formal and informal tests are used to identify areas of strengths and weaknesses. Teachers receive scores for each class in the spring so that evaluation of the effectiveness of instruction may be completed. In August, students' scores are shared with the teachers during preplanning week so that teachers have a better idea of the overall strengths and weaknesses of their new classes. Students in grades 1-5 who score below grade level in reading or math are identified and offered the opportunity to attend support sessions with a Title I instructor to reinforce concepts taught in the classroom. These students are closely monitored for progress and many move out of the program due to improvement. In addition to the Title I program, students in grades 3-5 who score on the higher end of reading and math on the ITBS are offered enrichment classes providing information and knowledge beyond the normal classroom curriculum. The math computation scores of each grade level are closely monitored. In spring 2006, Christ the King School addressed a perceived need for improvement in these scores by supplementing its curriculum with an additional 15-20 minutes per day of math drill and practice for students through the restructuring of daily schedules. The CTOPP test provides teachers with information to better understand and meet the needs of young learners.

Communicating Test Results:

Christ the King School provides open and effective communication of student performance and success. First and foremost, teachers communicate with parents through a weekly packet, including graded student work, newsletters, and grade reports. A bi-weekly school newsletter is sent home to inform parents of

school news, calendar events, and student awards and achievements. Christ the King School further informs parents of student performance through formal communication such as quarterly midterm reports and report cards. In addition to quarterly report cards, kindergarten teachers provide parents with five skills-based assessments at regular intervals to keep parents well-informed of their child's progress.

Scheduled parent-teacher conferences are held in the fall for all students. In addition, teachers meet with parents as needed throughout the year. Kindergarten has three formal conferences during the school year. These conferences provide a personal opportunity for the parents and teachers to share concerns and to plan interventions when necessary.

Christ the King School communicates ITBS test results to the parents as soon as available each spring. Along with the report printed by Riverside Publishing Company, parents receive a letter outlining overall performance, identifying strengths and weaknesses of the school, and plans for improvement. CTOPP test results are shared on an individual basis with kindergarten parents each fall in a personalized, informational letter.

Sharing Success:

Success at Christ the King School is shared on a state, archdiocesan, and school level. Through interaction with other schools, the mission and accomplishments of Christ the King School are spread beyond its own classrooms.

At the state level, teachers at Christ the King School attend and present at the annual Georgia Independent School Association (GISA) conference. This conference provides teachers the opportunity to meet with educators from around the state to gain knowledge and share ideas with other educators. Christ the King School has been selected as a Great Explorations of Math and Science (GEMS) site and in this capacity offers workshops to teachers outside the school. The school principal also attends the GISA annual conference for school leaders.

The Archdiocese of Atlanta provides numerous opportunities for Christ the King School administrators and teachers to meet and share their successes with other Catholic school teachers. Christ the King School's teachers and administrators have presented programs at archdiocesan educational meetings. Principals attend monthly meetings which provide administrators from archdiocesan schools and Catholic independent schools an opportunity to share information about successful programs. The accomplishments of Christ the King School and its students are communicated to the larger community through the *Georgia Bulletin*, which is the official newspaper of the Archdiocese of Atlanta, the *Northside Neighbor*, and in the suburban edition of the *Atlanta Journal-Constitution*.

The school publishes an annual report and quarterly newsletters highlighting service projects, student awards and accomplishments, as well as articles on distinguished and renowned alumni of Christ the King School. We are proud of our graduates who attain honor roll status at St. Pius X Catholic High School and at Marist School and include this information, in our bi-weekly *Bulletin* each semester.

PART V – CURRICULUM AND INSTRUCTION

Overview of the Curriculum: The curriculum at Christ the King School follows the guidelines set by the Archdiocese of Atlanta. This curriculum provides a sequential and tiered outline of the areas of instruction for kindergarten through eighth grade. The use of archdiocesan standards has been incorporated into all lesson plans; however, it is the way that teachers develop these standards in their classrooms that

distinguishes Christ the King School's program. To strengthen instruction within the curriculum, teachers have been trained in methods that more effectively deliver subject matter. Wilson Reading, GEMS, Orton-Gillingham, and Handwriting Without Tears are examples of methods teachers use for instruction. Students are taught and assessed in the areas of religion, mathematics, language arts, social studies, science, music, art, technology, library, Spanish and physical education and health.

Religion is at the center of the curriculum at Christ the King School. Through the use of the Resources for Christian Living *Faith First* series of books, students learn about Catholic doctrine, scripture and the liturgical seasons. Service projects at every grade level provide an opportunity for students to practice the Gospel message by reaching out to others. The **mathematics** curriculum provides the best of both worlds, emphasizing both computation and the understanding of concepts behind math algorithms. Problem solving, application of math skills to real life, and the support of math at home through the Sunshine Math program combine to provide a comprehensive math curriculum. The rigorous, sequential, and aligned mathematics curriculum provides students with an opportunity to advance into the core Algebra I course in grades 7 and 8. The **language arts** curriculum provides an integrated approach to reading, writing, spelling, and grammar. Kindergarten through eighth grade students are exposed to award winning literature through guided reading and classroom discussions which foster their ability to scrutinize the written word and to draw connections between text, moral decision making, and application to the world that surrounds them. **Social studies** instruction addresses the past and present for meaningful interpretation through the multiple disciplines of history, geography, economics, and culture. Throughout the social studies curriculum, numerous themes are developed to illustrate the relationship of social studies to students' lives within their families, schools, local, and civic communities. Students participate in, and are assessed on, quarterly projects that develop interactive and communication skills, providing opportunities to share their knowledge with others. These projects integrate faith with social responsibilities, culminating in community service projects ranging from local services to senior citizens, to restocking the local food pantry for the homeless, to cleaning tombstones, leaves, and litter in the local historic cemetery. **Science** instruction stresses the process of discovery and scientific inquiry through units of study on life science, earth science, environmental science, and physical science through lecture, projects, and labs. Math and science integration is achieved through the use of GEMS kits. The core curriculum is enhanced for all grade levels with enrichment classes. **Art and music** instruction provide for aesthetic development, self-expression, and appreciation for the fine arts. Middle school students participate in instrumental or Orff instrument bands and perform at school functions. **Technology and media curricula**, while taught separately, are integrated with the overall curriculum. Structured media center classes support participation in the Georgia Book Awards and Accelerated Reading programs. Technology instruction is delivered via educationally appropriate software programs applied to classroom subject matter. Program instruction ranges from the introductory level to sophisticated programs such as Excel. **Physical education and health** are taught to all students twice weekly, focusing on fitness and sports participation, to build healthy lifestyles. The Presidential Fitness Test is administered semi-annually in the fall and spring. Grades 3-8 health lessons cover practical units including hygiene, substance abuse, nutrition, and family life. **Spanish** is taught in grades K-8. The 7th and 8th grade core Spanish program prepares students for Spanish II in high school. **Guidance** stresses bullying prevention, which includes participation in the Power Over Prejudice program sponsored by the Georgia Institute of Technology. Guidance education supports and monitors all students through the Student Support Team with frequent, regularly scheduled meetings. The monthly curriculum integration reports update enrichment teachers on current classroom topics so that these may be woven into enrichment lessons.

The **reading** program at Christ the King School uses phonics-based materials while implementing a variety of methods to meet the needs of all learners. In kindergarten, the McGraw-Hill Open Court Reading program has been adopted and will be added to the 1st grade curriculum next year. The teaching of reading and spelling is phonics-based. Kinesthetic approaches are employed by teachers in kindergarten through 5th grade. Teachers in primary grades have been trained in, and utilize, the Four Block Literacy

Method. This approach allows for differentiated instruction and time for self-selected reading of books at each child's level. Teachers at these grade levels use trade books and basal readers to adjust the challenge level of literature to the students. All teachers at Christ the King received training in the Wilson Reading Program last August. This training provided the tools needed to incorporate phonics and spelling into the reading program in a consistent, sequential and comprehensive manner. In grades 4-8, literature anthologies are used in addition to novels. Reading comprehension is a focus, especially in the content areas of the curriculum. The Accelerated Reading Program and the Battle of the Books competition provide incentive and excitement as students compete with other schools within the Archdiocese of Atlanta.

Christ the King School offers support for students who have difficulty with reading. An Orton-Gillingham resource teacher works with children in kindergarten through 3rd grade. The Title I teacher works with children scoring below grade level in reading. Students who score very high on the ITBS are able to work with an enrichment teacher who provides challenging and creative projects and assignments beyond their classroom curriculum. The strong performance of Christ the King School students on the ITBS in reading (87th percentile) and student success in high school provide evidence of the effectiveness of the school's reading program.

The **English and language arts** curricula are taught with the integration of grammar, vocabulary, writing and reading literature from a wide range of genres. Through the use of a vocabulary series, students in the middle grades receive leveled and structured instruction in vocabulary. Grammar is taught through the writing process and is primarily supported with McDougal-Littell's *Language Network* series. Literature is taught using McDougal-Littell's *Language of Literature*. Students read novels and develop projects based around themes of instruction. Laptop computers are used by students in the classroom on a regular basis.

The teaching of **religion** is integrated throughout the curriculum at Christ the King School. The school holds sacred the trust to educate and to form the whole child in mind, body, and spirit. As catechetical and educational ministers, our responsibility is to present the Gospel message within a traditional Catholic program of academic excellence. Each day begins with morning prayers led by a school family. The religion curriculum follows the Archdiocese of Atlanta's standards and benchmarks and is grounded in the *Catechism of the Catholic Church*. Students learn about and are trained in the sacraments, the history of the church, prayer and morality. Students prepare for monthly school masses during religion classes, providing an opportunity for each grade level to become active in communal worship. At liturgy preparation sessions, students learn and practice liturgical songs for each mass. In keeping with the school's mission statement, "students are prepared for active participation in, and contributions to, the Church and community" by understanding their baptismal call to bring about the Kingdom of God in the world. Students have countless opportunities to put their faith in action through service projects such as: preparing lunch for the homeless, collecting coats and toiletries for the needy, stocking the Midtown Assistance Center with food, and participating in the Joyous Toys project, the annual school half-mile Jingle Jog, and Atlanta's *Project Open Hand*. Teachers also take part in community service projects such as the Salvation Army Stocking Drive as witness to their commitment to serve those in need. During the 2005-2006 school year, Christ the King School responded to the needs of Hurricane Katrina victims by welcoming nine students from New Orleans into the school community. These students were provided educational instruction, clothing, school supplies, and in some instances, corrective eyewear and medical resources, at no cost to the families in need. These outreach projects directly relate to classroom curriculum and fulfillment of the school's mission statement to "develop individual responsibility and nurture the spiritual, emotional, intellectual, social and physical growth of each child."

Instructional methods at Christ the King School meet the criteria of "best practice", including the use of numerous activities and methods of instruction across all grade levels and curriculum. Teachers

incorporate whole group, small group, lecture, the use of manipulatives and cooperative activities into lesson plans on a weekly basis. Ability grouping is used when appropriate, providing differentiated instruction for the students. The use of visual, auditory, kinesthetic and musical activities to enhance learning is evident in classrooms at all levels. Teachers employ a variety of assessment methods to ensure that all students, regardless of learning style, have opportunities to demonstrate knowledge through means other than a pen and paper test. Assessment methods include student presentations, reports, portfolios, games, and skits. Rubrics, outlines, study guides and Internet sites are all used to better prepare students for assessments. The use of technology as part of instruction has been a major focus at Christ the King for many years. Classrooms in grades 1-8 have LCD projectors and laptop computers in their rooms for instant access to secured Internet sites, PowerPoint presentations and interactive math and science sites. Laptop carts bring a complete computer lab into each classroom at every grade level. Students' experiences are further enriched by the strong cultural arts program which brings actors, musicians, dance companies and story tellers to the school throughout the year. Christ the King School strives to provide the structure of traditional educational practices interwoven with new and proven techniques to meet the emotional, academic, spiritual, and physical needs of all learners.

The professional development of teachers is designed with the distinct goal of improving classroom instruction. The use of Title II federal funds and Parent Volunteer Association funds supports the professional development program. Each year a needs assessment is completed by teachers and administrators. ITBS and informal student assessments are used to design a comprehensive program for teachers. Math computation has been identified as an area of need, and teachers at Christ the King School this year are attending math workshops, as well as the National Council for Teachers of Mathematics conference. New curricula and methods of instruction are supported with on-site workshops by professional educational presenters each year. Teachers attend conferences and seminars locally and at distant sites for ongoing educational improvement. Christ the King School is a GEMS site and offers workshops to teachers beyond our school. The exemplary student achievement at Christ the King School substantiates the positive impact of these programs.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school association(s): Southern Association of Colleges and Schools, Southern Association of Independent Schools, National Catholic Educational Association, Georgia Independent School Association, Atlanta Area Association of Independent Schools, National Association of Secondary Schools, National Association of Elementary School Principals, National Middle School Association, Georgia Middle School Association, and Association for Supervision and Curriculum Development.

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.)

Grades K-8

Catholic \$6800

Non-Catholic \$9700

4. What is the educational cost per student?
(School budget divided by enrollment) \$ 7798
5. What is the average financial aid per student? \$ 294
6. What percentage of the annual budget is devoted to
scholarship assistance and/or tuition reduction? 4 %
7. What percentage of the student body receives
scholarship assistance, including tuition reduction? 8 %

PART VII - ASSESSMENT RESULTS

ITBS assessment results in reading and mathematics for the last four years are included as attachments to this application. Kindergarten did not begin testing until 2005 and 8th grade is not tested.

Christ the King School

Iowa Test of Basic Skills
Form A, 1995 and 2000
Riverside Publishing Company

Scores are reported as percentiles.
No students were excluded from the test.

	2005-2006	2004-2005	2003-2004	2002-2003
Test Edition	Spring 2005	Spring 2005	Spring 2005	Spring 2000
Testing Month	March	March	March	March
Grade 7				
Reading	83	81	84	88
Math	85	82	84	90
Number of students tested	41	40	42	51
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
Grade 6				
Reading	84	87	84	88
Math	81	85	82	90
Number of students tested	62	56	60	57
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
Grade 5				
Reading	87	86	89	89
Math	82	79	82	81
Number of students tested	69	59	63	60
Percent of total students tested	100	100	98.5	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0

	2005-2006	2004-2005	2003-2004	2002-2003
Test Edition	Spring 2005	Spring 2005	Spring 2005	Spring 2000
Testing Month	March	March	March	March
Grade 4				
Reading	88	90	88	91
Math	88	84	82	90
Number of students tested	63	68	53	66
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
Grade 3				
Reading	89	87	85	83
Math	88	88	87	83
Number of students tested	65	67	66	58
Percent of total students tested	100	100	98.5	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
Grade 2				
Reading	86	89	90	88
Math	79	83	89	84
Number of students tested	69	68	61	56
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
Grade 1				
Reading	92	91	92	93
Math	84	88	92	92
Number of students tested	63	68	67	63
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
Kindergarten				
Reading	86	88	Not Tested	Not Tested
Math	75	85		
Number of students tested	66	66		
Percent of total students tested	100	100		
Number of students alternatively assessed	0	0		
Percent of students alternatively assessed	0	0		