

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mrs. Stephanie Chinault

Official School Name: Christ the King Catholic School

School Mailing Address:  
6822 Larkin Road  
Jacksonville, FL 32211-7248

County: Duval    State School Code Number\*: N/A

Telephone: (904) 724-2954    Fax: (904) 721-8004

Web site/URL: http://www.ctkcatholic.com/156559.ihtml    E-mail: stephanie.chinault@ctkcatholic.com

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\*: Mrs. Patricia Bronsard

District Name: Diocese of St. Augustine    Tel: (904) 260-3200

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. Chris Hildreth

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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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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 2009-2010 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 Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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

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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. 5 Number of years the principal has been in her/his position 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	16	35	6	26	25	51
K	16	14	30	7	20	29	49
1	20	12	32	8	18	28	46
2	11	26	37	9			0
3	9	21	30	10			0
4	15	9	24	11			0
5	27	18	45	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							379

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
13 % Asian  
7 % Black or African American  
5 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
67 % White  
7 % 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: 5 %

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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1.	369
(5)	Total transferred students in row (3) divided by total students in row (4).	0.046
(6)	Amount in row (5) multiplied by 100.	4.607

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: 15 %

Total number students who qualify: 56

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.

Christ the King School does not participate in a free and reduced-price meals program, nor does it record family income levels. However, we serve students who live in public school zones that qualify for the free meal program, and those students receive Title I services at our school. The number of low-income families at CTKS is determined by identifying the number of students eligible for Title I services and the number of students receiving Step Up for Students scholarships. Step Up for Students is a Florida tax credit scholarship program for families whose income is at or below poverty level.

In the year 2008/2009 Duval County did not include any public middle schools in the Title I program in our attendance area. However, thirty-seven (37) students from kindergarten through fifth-grade qualified for Title I and were identified as low income families. Additionally, twenty five (25) students qualified for Step Up for Students scholarships. Six (6) of the scholarship recipients were already identified as low income through Title I services, but nineteen (19) of these students were not included in Title I because they live outside of Duval County.

The estimated total of students from low income families at CTKS was fifty six (56), a combined total of students receiving services from these two programs (37 Title I + 19 scholarships). The percent calculated above was based on the entire student population, K-eighth grade (N=379). Because Title I services only included the population of students K-fifth grade (N=202), a more accurate estimate of the percentage of students from low income families would be 28%.

10. Students receiving special education services: 2 %

Total Number of Students Served: 9

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>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>1</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	
	<b><u>Full-Time</u></b>	<b><u>Part-Time</u></b>

Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>1</u>
Special resource teachers/specialists	<u>0</u>	<u>7</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>26</u>	<u>8</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 21 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	99%	99%	99%	99%	99%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	19%	13%	11%	13%	18%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Six teachers left CTKS in SY '04-'05. The principal and two teachers retired; one teacher was promoted to Assistant Superintendent; and one teacher's husband was transferred. One position was eliminated when the subject (religion) was assumed by the other middle school teachers.

Four teachers left CTKS in SY '05-'06. The assistant principal retired; two positions were eliminated due to shrinking student population; and one teacher left the Diocese of St. Augustine.

Four teachers left CTKS in SY '07-'08. One teacher retired; one teacher and the guidance counselor transferred to another Catholic school within the Diocese; and one teacher moved out of state with her family.

Four teachers left CTKS in SY '08-'09. Three teachers retired, and one position was eliminated.

Christ the King did not utilize an automated attendance system in 2004/2005, therefore the percentage of daily student attendance is an approximation based on reconstructing manual records.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
<b>Total</b>	_____	%

## PART III - SUMMARY

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Christ the King School (CTKS) is located in Arlington, an older section of Jacksonville, Florida. It is housed between the parish church and a catholic school for the learning disabled. The four school buildings of CTKS include twenty-two classrooms; a library and computer lab; a science lab; administrative offices and clinic; a gymnasium complex that includes lockers, a stage, and a music room. A ball field, a playground and a picnic area are located on school grounds.

CTKS is a member of the Roman Catholic Diocese of Saint Augustine School System and the National Catholic Education Association. The school was accredited in 2004 and received high marks in all categories. CTKS will undergo the re-accreditation process in January 2010.

CTKS students are encouraged to discover their unique potential through challenging academic courses and extra-curricular activities. Instruction in Spanish, art, music, physical education and technology are provided to all students (K-8). Students receive daily subject specific academic instruction in Math, English, reading, literature, social studies and religion. School sponsored extra-curricular activities include, Science Club, Safety Patrol, Yearbook, St. Jude Math-a-thon, Math Counts competitions, Battle of the Books, theatrical productions, and a diversified sports program.

CTKS has developed partnerships with professionals in the community including the City of Jacksonville, the University of Florida, and the United States Navy. Students benefit through educational programs such as Water Treatment and Conservation, Law Enforcement, Human Subjects Research, and Leadership. These programs broaden the students understanding of learning outside the classroom and future career options.

Before school and after school care is available to all students. In 2008 an after-school teacher directed academic enrichment program was implemented. The students, parents and faculty praise this personal approach to homework assistance. This program encourages all students to develop into confident, successful learners.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Christ the King School (CTKS) students in the third through eighth grade take the Iowa Test of Basic Skills (ITBS) annually in October. This battery of standardized tests is used to aid the evaluation of students' performance in reading, language and mathematics. Students in grades four, six and eight are also tested in science, social studies, and sources of information.

Reading includes individual tests in vocabulary and comprehension. Mathematics is comprised of tests in concepts and problems, estimation, and computation. The individual tests assist in identifying specific areas of strength and weakness. The conditions for administering and scoring the ITBS and the tasks that students are asked to complete are the same as for a control group of students at each grade level. The control groups are used to establish "norms" thereby providing a standardized opportunity to compare each student's scores to a national representation of students. The conditions also remain the same from year to year allowing assessment of an individual student's growth from one testing period to the next. Information about the students' performance is critical to decisions related to establishing learning objectives, obtaining and utilizing instructional materials, and providing a successful learning milieu.

CTKS students' ITBS scores in reading and mathematics over the past five years (2004 – 2009) demonstrate the administration, teacher's and family's commitment to achieve academic excellence. In 2006-2007 the reading scores of grades six and seven and the mathematics scores of grades five, six and seven were below the 90<sup>th</sup> percentile. Additional emphasis was placed on middle school reading and comprehension. Increased focus on word problems, computation and the use of mathematics in real world situations boosted the student's comprehension and confidence. In 2007-2008 only one grade level, eighth grade, fell below the 90<sup>th</sup> percentile in one subject area, reading. Increased communication and timely feedback to students and parents as well as further development of comprehension skills in social studies and science supported the continued success of achieving reading goals. In 2008-2009 all grades participating in the ITBS scored above the 90<sup>th</sup> percentile in both reading and mathematics.

An additional illustration of CTKS' academic success is the historical increase of ITBS scores by grade cohorts. One example is the 2006-2007 sixth grade cohort who scored 72 in reading and 69 in mathematics. The following year this cohort (7<sup>th</sup> grade in 2007-2008) increased their scores to 77 in reading and 73 in mathematics. One year later this cohort substantially increased their scores to 81 in reading and 78 in mathematics.

Many of the grade level cohorts have consistently scored above the 90<sup>th</sup> percentile over the past five years and none have showed significant losses.

### 2. **Using Assessment Results:**

Student assessment data is a vital component to developing curriculum at CTKS. During the summer months, individual student ITBS results are analyzed and compared with observations of student performance in the classroom. Students with similar subject strengths and/or weaknesses may be placed into academic performance groups. The curriculum may then be structured to address specific learning objectives for each identified group.

Student assessment data is also used to determine which educational materials will best help students reach their academic potential. Teaching assignments, resource utilization, and intervention and enrichment programs are developed and implemented to help students realize their full potential.

Assessment results are used as a baseline to monitor student progress. CTKS recognizes that the development of students' academic skills is an ongoing process and assessments are repeated throughout the year. The administration, faculty and curriculum are flexible, and instructional decisions reflect the priority to provide optimal learning conditions for all students.

### **3. Communicating Assessment Results:**

The administration and faculty of Christ the King Catholic School recognize that communication of student performance is essential. The communication avenues include: weekly student work folders, interim progress reports, report cards, 24-hour access to student grades through Edline, monthly newsletters and parent-teacher conferences. The church website has a school homepage with information about grading, curriculum, important dates and teachers.

Each week a school update, students' papers and tests, and communications about upcoming events are sent home in a folder. Parents are required to sign and return all tests and papers with a grade at or below 70, the folder, and potentially other communications. Report cards are issued every eight weeks and progress reports are dispensed in the interval four weeks. At least every two weeks teachers update Edline with class assignments, homework and test grades. In addition to two scheduled days for parent-teacher conferences in October, teachers are available for before- or after-school conferences and their e-mail addresses are posted on Edline.

Teachers may request additional parental conferences if they have concerns about the students' academic performance or behavior. Conferences with parents of students whose ITBS scores fall in the bottom quartile may include the principal, the homeroom teacher, subject teachers and possibly teachers from other grade levels.

Student Showcase Portfolios are used across all grades. The showcase portfolio contains one or two items from a student's working portfolio and an organizational outline. This portfolio travels to the next grade-level teacher. The portfolio is presented to the student's parents at their eighth grade graduation dinner.

The E-portfolio is used for each student in grades three through eight. Students display work using/incorporating different pieces of software such as PowerPoint, Excel or Word. The assignments are aligned with grade specific diocesan objectives, are housed on the school server, and are accessible to parents and students.

### **4. Sharing Success:**

The success of Christ the King Catholic School reflects the dedication of students, families, teachers and the principal. Students are frequently highlighted through articles and photographs in the weekly church bulletin; the Courier, the monthly Parish newspaper; the Arlington community newspaper; and the Florida Times Union. CTKS students have won multiple awards at the Northeast Florida Regional Science Fair and the City Wide Math Competition. Some students have even worked as pages for the Jacksonville City Council as a result of an annual field trip to City Hall. Students participating in CTKS charity events have appeared on the local network television news.

CTKS shares its academic success through a variety of avenues. Banners placed in front of the school at a busy intersection, websites, presentations and communications at professional organizations and meetings, and testimonials of former students or their parents are just a few examples.

The principal meets monthly with other Diocesan principals to share information. The teachers participate in in-services and network with other Catholic and non-Catholic faculty. The School Advisory Board has a dedicated Marketing Committee that develops and dispenses school brochures and press releases and participates in radio broadcasts.

CTKS students are proud of themselves and proud of their fellow students. Jacksonville, Duval County, the state of Florida and beyond will continue to hear of the accomplishments of CTKS students. The parish, local businesses and the community would celebrate with CTKS if the school receives the honor of being awarded the Blue Ribbon.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum at CTKS is focused on building confident thinkers and good communicators. The goals and objectives are based on diocesan, state and national educational standards incorporating the school's philosophy and mission. Teachers continually gauge students' needs with formative, on-going assessments. The Diocese curriculum objectives are updated every three years with input from teachers.

The daily curriculum consists of Language Arts, Mathematics, Religion, Science and Social Studies. All grade levels (K-8) participate in Spanish, Art, Music, Physical Education, and Technology either weekly or bi-weekly.

The foundation of the Language Arts curriculum is built on phonemic awareness, phonics, vocabulary, fluency and comprehension. Kindergarten through fifth grade use Reading Street by Scott Foreman, sixth through eighth grade students utilize the Prentice-Hall series. Students in first through eighth grade participate in the Renaissance Learning Accelerated Reader Program. Writing proficiency exercises include reports, essays, poetry, stories and research papers. Grades four through eight participate in the Criterion on-line writing program which allows students to receive feedback on critical writing traits. Students in the fourth grade participate in the Black Stallion Literacy Program which encourages reading, comprehension, writing, and organizational skills.

CTKS students at all grade levels participate in a comprehensive mathematics program through hands-on, activity-rich assignments. Grades two through five participate in the Accelerated Math program which helps students become more effective problem-solvers through concepts, facts, computational skills and application strategies. The intermediate math program provides opportunities for students to challenge themselves by completing advanced level material. General Math stresses critical thinking, applying mathematical and problem solving skills, and the introduction of pre-algebra concepts. Pre-Algebra is an introductory course designed to solidify basic math concepts and offer an introduction to and preparation for Algebra I for the above average to superior seventh grade or average eighth grade student. Algebra I places particular emphasis on real-world situations utilizing math applications. Successful completion of CTKS' Algebra I program qualifies students to matriculate to high school Algebra II or Honors Geometry.

Religion is an essential part of CTKS' curriculum. The tenets of the Catholic faith are taught in all grade levels and faculty, staff and students share in the rites of the Church. It is an integral part of daily studies.

CTKS' science program teaches students to explore and develop knowledge through observation, critical thinking, and problem solving. The focus is on scientific process and systematic analysis. Students begin basic hands on experimentation in Pre-K and continue to develop investigational skills through middle school. The science program develops basic laboratory skills through use of microscopes, sample collection, and various measuring devices. Science incorporates other subjects through graphing and data analysis, research of current events, and classroom presentations.

CTKS' Social Studies curriculum focuses on geography, economics, history, civics, cultures, and current events. Students learn about family, community, city, state, country, and the world. Cultural interrelationships and history help provide a foundation on which students are encouraged to develop loyalty, patriotism and citizenship.

CTKS exceeds the Department of Education's foreign language requirement. All students, Kindergarten through fifth grade receive weekly instruction in Spanish. All students in grades six through eight receive bi-weekly instruction, totaling ninety minutes per week. Students are taught grammar, speaking and listening skills; create presentations; and make speeches about Hispanic, Latin and Spanish history and culture.

CTKS' Arts program includes both visual and performing art. Art history, appreciation and theory are emphasized with the fundamentals of color, form and expression through a variety of mediums. The music

program includes instruction in music theory, music appreciation and choir. Students experience theatrical instruction through stage performances and musical theater.

#### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

Christ the King School's reading program develops and accentuates the students' reading comprehension, critical thinking, inference, logic and reason, and vocabulary. Teachers employ strategies to improve student performance through large group instruction, small ability grouped instruction, individual silent reading, listening, and reading aloud. Students in kindergarten through third grade develop decoding skills and phonemic awareness. This approach was chosen because it includes systematic phonics instruction that includes word blending and word building, essential elements for developing proficient readers.

SRA's used in grades three through five exercise students' skills in following directions, finding the main idea, and identifying details. The middle school reading curriculum includes fictional and non-fictional literature, plays, poetry and biographies. Students at all grade levels prepare book reports, participate in the Accelerated Reader program, and complete reading assignments over the summer months. The CTKS literacy based program blends the fundamentals of reading with learning strategies across subject areas. Students are encouraged to utilize the classroom and school libraries which contain diversified literature, periodicals and magazines.

#### **3. Additional Curriculum Area:**

The Science program strives to increase student's awareness of their Creator and the world around them. Through an understanding of earth science, life science, botany, chemistry, physics and zoology students perceive their personal worth and the need for their contribution to society. Students are challenged to apply critical thinking skills, explore cause and effect relationships, make comparisons and contrasts, and develop hypothesis while acquiring knowledge.

CTKS students in first through fifth grade participate in the Civil Air Patrol education program. This program promotes character and leadership skills, as well as integration of science with physical education and history, through aerospace education.

Middle school students participate in the CTKS annual Science Fair. They display research protocols and experiments that they have developed and performed. All students are interviewed by independent judges. Students judged to have the best projects compete in the Northeast Florida Regional Science Fair and potentially competitions at the state, national levels.

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

Christ the King School successfully aligns instruction with the goals and expectations for student learning. Curriculum and assessment are centered on the diversity of students defining which instructional methods work best for each child. The school's curriculum and instructional methodologies effectively integrate skills for expanding students' ability to acquire new knowledge and cultivate intellectual curiosity. Additional staff members are used to promote differentiation, intervention and acceleration, such as: a teacher assistant in pre-kindergarten and first grade, a floating teacher assistant for primary and intermediate classes, library media skills, computer technology, Spanish language, art, music, and physical education.

At Christ the King, teaching practices are appropriate to age and subject. In the early childhood program, the teachers act as facilitators of new experiences, and individuality is both encouraged and respected. The children have opportunities to engage in activities that are multi-sensory and open-ended. This concept allows learning of fundamentals using oral, visual, and kinesthetic learning styles. Teachers in primary grades continue a thematic/integrated approach to learning with teachers providing a variety of resources and sufficient time for students to explore, create, question, and experience as they learn. Teachers monitor students' ongoing development and progress through continuous and varied formative and summative assessments.

In the intermediate grades, multiple learning strategies are used to help students reach lesson objectives. Writing across the curriculum and peer editing; critical thinking and problem solving; and working cooperatively in small groups are some examples of ways the teacher's structure lessons to enhance learning. Middle school teachers continue to support student-initiated learning. For example, in science students develop critical thinking skills through the guided inquiry method, which allows them to form their own hypotheses and conclusions. These are a few examples of how our teaching practices support learning and guide students to become critical and creative thinkers.

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

Faculty professional development is facilitated by both the Diocese of St. Augustine and Christ the King School. The majority of our professional development is structured and pertinent for the entire faculty. The implementation of an effective curriculum is enhanced by the teachers attending training where the facilitator's topic is relative to all students and grade levels. This allows teachers to utilize the same strategies across grade levels, creating continuity in instruction as students' progress from grade to grade.

For example, teachers attended an in-service workshop with an outside consultant on the topic of assessment in the differentiated classroom. Later presentations and discussions at faculty meetings led to teachers conducting surveys of their students to identify individual learning styles. Changes in instruction, methods of assessment, and student performance were tracked through lesson plans, classroom observations, and informal faculty feedback. The faculty observed a positive improvement in student interest and enthusiasm, as well as content knowledge and assimilation.

In 2008-2009, additional training occurred in the more specific areas of reading assessment; media technology in school curriculum; the use of Automatic Response Technology for assessment purposes; and how to develop and implement various forms of formative and summative assessments. Title I funding and Duval County funds were used to subscribe to School Improvement Network PD360. All teachers use this on-line training program to view video segments which discuss weekly strategies that can be implemented in the classroom.

Teachers are encouraged to enroll in courses pertinent to their teaching disciplines, to work for higher degrees, to attend area workshops and conferences, and to keep up to date with educational advances. Administration utilizes budgeted funds; Title I and Title II funding; and funds available from Duval County to assist teachers with professional development costs.

#### **6. School Leadership:**

The principal has defined and implemented a school that moves to accomplish its vision/mission. She is involved in developing the spirituality of the school and provides an environment in which students and staff have the opportunity to utilize God's gifts to the fullest.

The principal has a managerial style that allows for teachers to have input and discussion on policies and programs for the school. She encourages teachers to investigate, suggest and implement new programs. The principal meets with the faculty briefly on a weekly basis and then monthly to relay information regarding student performance and school events. These weekly meetings facilitate communication and track student progress. The teachers work with the principal and each other incorporating assessment data to ensure lesson plans are consistent with the needs of the students and that benchmarks are being met. The pastor, the parish, the school board, the staff, and the parent community support the principal's leadership and vision.

The pastor provides a strong spiritual presence to the staff, students and parents. He has brought our school liturgies to a higher level of spirituality by involving students in the homilies, relating experiences of saints to life today, providing affirmation, and attentiveness to youth.

The School Board is vital to the ongoing vision of the school. It has a broad base of members who meet monthly and serve in an advisory capacity to the principal. The board provides leadership in setting goals for the future in the areas of mission effectiveness, development, marketing, finance, and facilities.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes  No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3635</u>	<u>\$3635</u>	<u>\$3635</u>	<u>\$3635</u>	<u>\$3635</u>	<u>\$3635</u>
K	1st	2nd	3rd	4th	5th
<u>\$3635</u>	<u>\$3635</u>	<u>\$3635</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? \$ 5725 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 2583
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
22 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
28 %

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	84	78	75	82	75
Number of students tested	28	28	43	44	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 3              Test: ITBS  
Edition/Publication Year: A    Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	76	73	75	81	75
Number of students tested	28	28	43	44	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	79	77	83	76	76
Number of students tested	24	43	46	51	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 4              Test: ITBS  
Edition/Publication Year: A    Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Dec
<b>SCHOOL SCORES</b>					
Average Score	75	79	82	77	80
Number of students tested	24	43	45	51	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	74	76	71	76	68
Number of students tested	45	48	50	47	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 5                      Test: ITBS  
Edition/Publication Year: A    Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	78	81	81	84	80
Number of students tested	45	48	50	47	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	81	75	69	70	71
Number of students tested	52	52	58	50	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 6                      Test: ITBS  
Edition/Publication Year: A    Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	81	77	72	72	71
Number of students tested	51	52	58	50	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	74	73	66	75	70
Number of students tested	49	51	53	56	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 7                      Test: ITBS  
Edition/Publication Year: A    Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	77	77	71	78	74
Number of students tested	49	51	53	56	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	78	73	77	68	73
Number of students tested	46	45	55	44	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 8              Test: ITBS  
Edition/Publication Year: A    Publisher: Riverside Publishing  
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	81	74	78	73	80
Number of students tested	46	45	54	44	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Average Score					
Number of students tested					

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

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes: