

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

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

Name of Principal: Sister LaVerne King

Official School Name: Christ the Teacher Catholic School

School Mailing Address:
2451 Frazer Road
Newark, DE 19702-3817

County: New Castle State School Code Number*:

Telephone: (302) 838-8850 Fax: (302) 838-8854

Web site/URL: http://www.christtheteacher.org E-mail: slking@christtheteacher.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*: Mrs. Catherine Weaver

District Name: Catholic Diocese of Wilmington Tel: (302) 573-3133

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: Father John Hopkins (Canonical Administrator)

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

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

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. 8 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	27	34	61	6	30	35	65
K	31	33	64	7	31	33	64
1	31	35	66	8	30	30	60
2	33	31	64	9			0
3	36	30	66	10			0
4	28	32	60	11			0
5	35	26	61	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							631

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
7 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % 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: 1 %

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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1.	618
(5)	Total transferred students in row (3) divided by total students in row (4).	0.011
(6)	Amount in row (5) multiplied by 100.	1.133

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 6

Number of languages represented: 3

Specify languages:

Spanish (Peruvian, Mexican and Equadorian dialects)

Indian (Hindu)

Italian

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 40

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.

Although Christ the Teacher Catholic School does not participate in the free and reduced-price meals program, data regarding the financial status of the families is collected for the Diocese of Wilmington. The data is analyzed using the criteria for the free and reduced-price meals program set by the federal government and then the statistics are provided to the school.

10. Students receiving special education services: 4 %

Total Number of Students Served: 27

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>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>1</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>4</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>2</u>
Special resource teachers/specialists	<u>3</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>5</u>
Support staff	<u>5</u>	<u>4</u>
Total number	<u>39</u>	<u>12</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 25 :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	97%	97%	97%	97%	96%
Daily teacher attendance	97%	97%	97%	98%	97%
Teacher turnover rate	7%	11%	21%	25%	14%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

2006-2007

CTTCS had six teachers (21.1%) decide to not return for the 2007-2008 school year due to various reasons. Three teachers moved, two of whom moved to other states, the other moved within the state but the daily commute was too long. One decided to be a stay-at-home mom after having her first baby and another took time off due to an illness. An upper cluster teacher pursued an opportunity to teach and coach at a high school.

2005-2006

CTTCS experienced a teacher turn-over rate of 24.6% because two full-time teachers had babies and became stay-at-home moms and one full-time teacher retired. A full-time teacher moved to a different part of the country due to a change in her husband’s career. Another left for family financial reasons when she was able to obtain a teaching position at a college that would have additional benefits and educational opportunities for her family. One teacher decided that CTTCS no longer fit her needs and one teacher did not return because the part-time position was eliminated. A part-time pre-school teacher decided to home-school her own children and thus did not return to CTTCS.

2004-2005

Three full-time and two-part time teacher left CTTCS at the end of the school year for a turn-over rate of 14%. That year two teachers did not return so that they could care for elderly parents and a third moved to another state. One part-time teacher returned to school to earn his doctorate degree. Another part-time faculty member chose to help her husband launch a new business.

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	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	0	%

PART III - SUMMARY

Christ the Teacher Catholic School (CTTCS) is the first new school in the Diocese of Wilmington since 1962 and serves four parishes. Christ the Teacher School opened on September 3, 2002 with 398 students. The current enrollment (9/29/09) is 631. The increase is largely due to marketing our wide range of offerings and high academic achievements which have been reflected in numerous awards and scholarships. The demand for seats in our school exceeds our ability to service the families (e.g. 140 applicants for 64 seats in kindergarten). Students come from a number of towns in Delaware and Maryland. CTTCS is Middle States accredited.

The campus is designed to provide maximum flexibility for multiple uses by the school population, the parishes, and the local community. Built on 35 acres of land, the 68,000 square foot school building is a two story U-shaped facility with the core elements; library, gym/cafeteria (designed to act as one large auditorium for large school functions or independently for smaller functions), chapel, music rooms, and maintenance area at the bottom of the U and cluster design academic wings. The first floor west wing includes an office area and preschool. In effect, the cluster design (K-2, 3-5, and 6-8) creates three academies within one school.

The religious, academic and extra-curricular programs reflect the care and quality that has historically been associated with Catholic education. Well-qualified teachers assist parents, the primary educators of children, in religious and academic teaching of children. Students are offered opportunities to participate in sports, clubs, competitions, instrumental music, guitar, and piano lessons, band, choir, and musicals. All students participate in Spanish classes and Latin is offered in the upper cluster. Advanced classes in language arts and math enable students to take challenging high school courses.

The faculty/staff includes not only classroom teachers but also teachers for gym, art, music, Spanish, computer, library, resource teachers (who teach special needs and accelerated students), teacher aides, office staff, maintenance and cafeteria personnel.

The mission of CTTCS is to welcome and embrace each child, as an individual who is differently abled, into a learning environment which seeks to develop and challenge the whole person – intellectually, spiritually, and physically – and fosters in each child an attitude of enthusiastic, compassionate, and faith-filled service, thus cultivating the knowledge and love of God and the virtues of respect, mercy, and service to God’s people.

“Christ is the reason for this school. The unseen but ever present Teacher in its classes, the model for its faculty and the inspiration for its students”. (Author unknown) The best education is one that embraces the whole child. Programs are focused on developing students as members of the Christian community, both socially and academically. Students leave school well prepared for life experiences, motivated for success and firmly anchored in Christian traditions and values.

It is, then, this shared faith in God and imitation of Christ that forms the basis of all that is taught. It is this that makes Christ the Teacher School fundamentally different from any other form of educational institution, public or private.

At CTTCS students are called to recognize their responsibilities to the community. Because our students are blessed with supportive families, every effort is made to encourage students to be merciful toward the less fortunate of our world, and to respond unselfishly with their time, energy, intellect and resources.

Service opportunities are a part of the school tradition. This tradition can be seen through various class and school projects. Students are encouraged to carry with them the tradition of service through individual and/or community endeavors.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Christ the Teacher Catholic School is a high performing school where academics are challenging and students are achieving. Over the past five years, the students' standardized test scores have generally shown gains or have been consistent. The most significant achievement thus far is that CTTCS no longer has any students performing below grade level. The March 2009 results of the Terra Nova testing show that CTTCS students are performing above grade level. The Grade Mean Equivalent of every section of the test for every grade was higher than the grade level being tested. The seventh graders' Grade Mean Equivalents were 10th grade or higher on each section, with the highest being 13.0 for the Language component of the test.

When reviewing the data class by class and following the students' scores from third to seventh grade, one will notice an increase in the percentage of students scoring above the Median National Percentile of 50%. When comparing the scores of students who tested in March 2005 as third graders to that same group of students when tested in seventh grade (March 2009), noticeable increases are evident. In the Reading section of the Terra Nova test, the percentage of students scoring above the 50th percentile nationally rose from 84.1% to 96.7%. The Language portion of the test went from 87.3% to 100% of the students scoring above the 50th percentile. Similar increases were found in the Language Mechanics and Language Composition portions of the test. The consistency of the teaching methods throughout the school from grade to grade is evident in the continuous improvement of scores.

The scores on the Math portions of the test have also improved. The greatest gain is clearly seen in the diminishing number of students seen in the fourth quartile nationally. The students who were in seventh grade during the March 2009 testing had no students in the fourth quartile in any of the Math components of the test. All classes tested had Grade Mean Equivalent scores exceeding actual grade level by one to three grades. Consistent improvement from grade to grade has been reflected in the scores. By the time the seventh graders were tested in 2009, no CTTCS students scored in the fourth quartile nationally in any of the Math sections of the test.

Vocabulary scores have stayed fairly consistent with more than 80% of CTTCS students scoring in the top two quartiles nationally. Although the students are scoring above grade level, the teachers and administration at CTTCS recognized several years ago that the students were not reaching their potential in this area. To augment the existing language arts curriculum the school implemented an additional vocabulary component during the 2005-2006 school year for fourth through eighth grades. The Terra Nova scores have not changed drastically, but improvement has been seen in the students' writing samples and word choice. Further improvement is expected as the school switched to a more challenging vocabulary series and added it to the third grade curriculum in September 2009.

CTTCS is becoming more diverse each year, but there are not enough students in any particular subgroup to need to desegregate the scores. CTTCS Terra Nova scores are compared to national scores. However, we are not compared to the state which utilized its own assessment program.

The students who started their school career in kindergarten at Christ the Teacher when we opened in 2002 and have remained in the school are showing better test results and demonstrate higher academic achievement overall than the students who were in middle school when they joined CTTCS. Consistency has made a difference.

2. Using Assessment Results:

CTTCS uses formative and summative assessments to understand and improve student and school performance. The results of the students' Terra Nova testing has led to an emphasis on knowledge of basic math facts. The continued practice and repetition has resulted in higher test scores.

Studying the results of standardized testing has led the school to add a vocabulary program for grades three through eight. To continue enhancing the language arts curriculum, the subject area teachers and administration implemented a writing series that is consistent for teaching writing in grades one through eight. A writing process that the students learn early on and is reinforced year after year has been critical in improving not only test scores, but confidence and fluency in writing. The writing process is used not just in the language arts classes, but throughout all subject areas. Exceptional writing is expected for everything from science lab reports to test questions to social studies projects.

The changes in the math and language arts curricula have caused a need to reallocate resource teachers from a decreasing number of underperforming students to an appreciably growing number of higher achieving students.

The school's science program has also been enhanced after reviewing student performance. The science lab has been upgraded and is available for use by all grades, but is predominantly used by grades six through eight. Those students participate in a hands-on curriculum called Lab Learner that promotes understanding through doing. All students use an outdoor wetlands lab that was constructed in conjunction with the Delaware Department of Natural and Environmental Resources.

Each year overall grades and standardized testing results are reviewed and analyzed. Trends and inconsistencies are noted and considered when determining how the school will proceed in enhancing the school's curriculum.

3. Communicating Assessment Results:

Students, parents and the community are informed about the results of student performance, including standardized testing, in several ways. Standardized testing results for each individual student and the school as a whole are provided to parents. A comparison of school, diocesan and national results are also posted on the Christ the Teacher School Website (www.christtheteacher.org). A compilation of diocesan scores is published on the diocese's website (www.cdow.org), in the Catholic newspaper, The Dialog, and in an annual report about the diocesan schools.

Christ the Teacher School utilizes an online grade book (PowerGrade) that all teachers use to record students' test, quiz, class work and project scores, and overall class progress. Parents have access to view this grade book for up-to-date scores for students in grades one through eight. Students use daily planners to keep track of assignments and many teachers require that the parents sign the planners each night, ensuring that the parents know what the child is studying. Additionally, teachers have class webpages and some teachers post class homework and other pertinent information on their webpages on a daily basis. Classroom and school-wide newsletters are e-mailed home regularly, which include school news, successes, and updates. Parents can refer back to information as past newsletters are on the school's website for the entire school year.

CTTCS also utilizes parent-teacher conferences and back-to-school night meetings to communicate with parents. The principal maintains an open-door policy with faculty, staff, parents and students, ensuring that any and all questions are addressed in a timely and efficient manner.

4. **Sharing Success:**

News and successes about Christ the Teacher School are shared with faculty and staff, the Diocesan staff, the pastors from the sponsoring parishes, the school's Advisory Board, various parish committees, the students and parents. A presentation about the school's desire to participate in the Blue Ribbon application process was developed and shared with the aforementioned groups so there would be a general understanding of the submission and acceptance process by CAPE and Blue Ribbon. In the event that Christ the Teacher School receives the honor of the Blue Ribbon award, the great news will be announced in the school newsletter, on the school and diocesan websites, in the church bulletins, the diocesan newspaper, the local newspaper, and there will be banners hung at the school. The administration would also invite Vice President Joseph Biden, a Catholic, back to his home state of Delaware to present the award during a colloquium where CTTCS would share its success and inspire others.

CTTCS has always been dedicated to sharing success with other schools. An example of this is when the school received a grant for the Baylin Artists to present the "Cashore Marionettes." The students saw a show and were taught how to write a story and make a marionette to go along with the story. The grant included materials for CTTCS students and two other schools (St. Paul's and Christ Our King). The students later presented the stories, marionettes, and what they learned to students from the other schools. The students from those inner-city schools then wrote stories, created marionettes, and came to CTTCS.

CTTCS students also share their talents by inviting residents from the Jeanne Jugan Senior Home to school for the Talent Show and Spring Musical. The band and choir also go to Jeanne Jugan for holiday celebrations.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

CTTCS strives to foster an appreciation of Catholic faith traditions and to provide opportunities to participate actively in their expression. Each day begins in prayer together. By leading each other in daily prayer, prayer services, and Mass, students teach each other the importance of God in their lives. CTTCS participate in service projects as a way of putting words into actions. Religion textbooks, videos, Bibles, and other resources are used within the classroom to enhance the curriculum.

Integrated Language Arts consists of reading, writing, spelling, grammar, and vocabulary. Instruction is provided through formal teaching, cooperative group work, board work, use of the Accelerated Reading Program, creative writing activities, presentations, and online activities. As part of the honors program, high achieving students may participate in Latin. Additional activities such as Speech and Writing Clubs, the school newspaper, publishing opportunities, and competitions augment the curriculum, build pride and develop self-esteem. A library with over 10,000 books and the librarian are tremendous resources for the department.

The mathematics program emphasizes basics while enhancing thinking and problem solving skills. Like all subjects at CTTCS, the curriculum is based on standards and guidelines from the state and diocese. Ability groups begin in 3rd grade. By 6th grade, our best students are offered above grade level courses, with the goal of early placement in high school level course Algebra courses while in grade school. Our goal is to produce confident and competent math students.

Science at CTTCS is hands-on and engaging, and thus a favorite class for students. In Preschool through grade two, science is integrated throughout the curricula. In grades three through eight, science is taught as an individual subject. When choosing materials, a sense of logical continuity from one grade to the next is considered. The LabLearner Program was initiated for grades six through eight in 2009 and will be expanded to other grades.

A traditional Composite Social Studies Curriculum for all grades is followed. A thematic-unit approach is used to expand the content into a series of cross-curricular activities throughout the year. Often these programs are school-wide and involve a culmination activity. The central themes have helped to make the topics more interesting and real for the students while enhancing the learning experience.

CTTCS is in compliance with the Blue Ribbon Program's foreign language requirement. All students participate in Spanish classes using textbooks and supplementary materials. The Spanish teacher incorporates Hispanic culture, customs, and music into the lessons so the students have a fuller appreciation of the subject.

The technology curriculum provides access to a multimedia-learning environment whereby students will be fully equipped for educational and leadership roles in the future. It is imperative not only to keep CTTCS on par with the other outstanding educational institutions but also to provide faculty, students and parents with access to cutting-edge technology resources. Because technology is constantly changing, the curriculum, hardware and software are updated regularly.

All students participate in Physical Education classes and over 300 choose to take part in the extra-curricular athletic programs consisting of seven different sports. The teacher chooses high interest games and activities that help students develop physically. The teams and games can be organized in such a way as to accommodate various ability levels.

The fine arts programs include instructional periods in art and music taught by full-time teachers. The music teacher also directs an instrumental band, choir, musical dramas, and guitar classes. Students may participate

in piano lessons, talent shows, and liturgical music ministry. The art teacher coordinates an afterschool Art Club and involves the students in school, local and state art contests.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The language arts/reading curriculum is based on diocesan and state standards and is maintained and modified by the teachers according to the individual class and students' needs. The faculty chose materials and texts from numerous samples and those materials continue to be evaluated according to students' needs, abilities, and interests.

Subject area coordinators are established and these coordinators attend yearly meetings at the diocesan level. Skills are built upon from year to year through the implementation of the language arts curriculum guidelines. Vocabulary books were added for students in grades 4 - 8 based on lower than expected standardized test scores. The Accelerated Reading (AR) program was implemented for grades 2 - 8. Proper grammar, good writing skills, and excellent choice of vocabulary are goals in all areas.

The major techniques of instruction are formal teaching, cooperative and small group work, partnering activities, board work, text book reading, practice book work, Accelerated Reading Program, creative writing activities, presentations, and online activities (United Streaming). Students also work on wireless networked laptop computers to complete projects and activities in all subject areas. The continuum of thinking skills is incorporated in numerous areas, such as brainstorming, predictions, analysis, evaluation, organization and the writing process. Students also participate in debates and critical thinking skills.

Teachers and the administration use a response to intervention model to determine any learning problems and to identify gifted students. The process includes reviewing students' standardized test scores and assessment tools such as, oral assessments, written tests, daily work and overall Language Arts performance throughout the year given by individual teachers. Parents and teachers collaborate, classroom modifications may be implemented, and outside testing by professionals is sometimes recommended. Resource programs are also offered for students in K-8.

3. Additional Curriculum Area:

Christ the Teacher School's rigorous science curriculum follows all required standards. When selecting materials, strong consideration was given to copyright date and current nature of the material presented. Themes such as Life, Physical, and Earth Science are taught at different grade levels. Having themes introduced in one grade and then explored further in another grade, shows students that learning is a continuous process and education builds on previous knowledge. The initial goal of a science teacher is to excite and inspire the students to want to learn more about the subject.

In 2009 the school implemented the use of the LabLearner Science Program for grades 6 – 8. This is a hands-on curriculum that uses a furnished lab with real, professional grade equipment. Use of the science lab reinforces the scientific method and teaches good safety habits. The students work in small groups to complete investigations through discussion, observation, and writing lab workups.

Learning about the world around us and how each living thing affects it, helps students see how important they are as stewards of the earth. It fosters a feeling of awe at the interconnectedness of the circle of life and how actions can affect change. A school-wide project of creating a wetlands habitat on campus through a partnership with the Delaware Department of Natural and Environmental Resources allows the children the opportunity to see how an ecosystem functions and reinforces that interconnectedness. The school's theme, "We Walk on Holy Ground," is alive in environmental awareness studies and recycling competitions which challenge students and families to become moral and conscientious stewards of God's creation. Some classes

keep live animals such as hamsters and fish when teaching units on animal behavior. This employs observation, behavioral experiments, and responsible care on the part of the students.

4. Instructional Methods:

Christ the Teacher School recognizes that each child has special gifts and needs. Academic programs respond by challenging students to achieve their full potential. A rich and varied academic atmosphere is provided by fully-qualified faculty. The curricula follow diocesan guidelines which incorporate state and federal recommendations, and are designed to stimulate the intellect and curiosity of every learner. Technology is integrated into all areas of study, which include: Religion - Fine Arts - Language Arts - Math - Physical Education - Science - Social Studies - World Languages. Service education is incorporated at all grade levels.

A variety of instructional methods are employed including large and small group instruction, cross-curricular units, multi-age experiences, the use of manipulative objects, and cooperative learning opportunities. In kindergarten through grade 2, teaching assistants are in the classrooms. Four additional teachers provide math and language arts enrichment for advanced students in grades K - 8. Additional instructional services are available through the Title I program.

Speech therapy is offered at the school with limited IDEA funding. A part-time guidance counselor is available to all students.

Language Arts is taught through a reading/writing workshop approach with literature, journal writing, and portfolios as the backbone of the curriculum. The highest performing students have an opportunity to participate in advanced language arts. Latin is offered to the top students in the accelerated language arts class.

Advanced math has been implemented in grades three through eight, with the goal that these students will complete Algebra in grade eight.

A lab and wetlands provide the opportunity for a hands-on approach in the teaching of science with the students learning the concepts that form a solid base for science in high school. The LabLearner science program is used in grades 6-8 providing vast opportunities to experience exploration and discovery.

5. Professional Development:

Professional development for faculty is comprehensive and on-going. CTT provides opportunities for the faculty in-house and sends teachers to classes, thereby creating subject matter experts who relay learning.

“Love and Logic” workshops provided a school-wide and family positive approach to encouraging respectful and responsible behavior. “For the Sake of God’s Children” and “Keeping Our Promises,” comprehensive safe environment programs, are reviewed each year. Enriching the learning environment leads to higher achievement in content areas.

As a result of the “Efficacy Program” at Harvard University Graduate School of Education Leadership Institute of Principals, grade three students are participating in a program grounded in the constructive belief that intellectual capacity is neither fixed nor given; rather, it can be built – to high levels – through the sustained application of effective effort at challenging tasks.

Two teachers attended the “Bearing Witness Program” which provided a vast amount of experience regarding the Holocaust, Anti-Semitism and the Christian Church. The upper cluster students have received instruction about how those things have impacted history, culture and education.

As a result of workshops, new activities and games for daily math drills are strengthening students’ knowledge of basic math facts and all other math concepts are showing gains as demonstrated in test grades.

Teachers and students have learned and practiced drills for all emergency response situations. Annually the school nurse provides teachers with training for first aid, CPR certification, blood borne pathogens, H1N1, and special health needs control.

Technology is integral in today's classroom so the faculty has opportunities to learn and update computer skills.

Teachers also take classes to maintain teacher certification. Continuing education and advanced degrees are valued; one teacher has a doctorate degree, one has two masters degrees, and twelve have masters degrees. Additionally, CTT teachers mentor numerous student teachers from local colleges and universities.

6. School Leadership:

Christ the Teacher Catholic School is an inter-parochial educational institution functioning under the supervision of the Superintendent of the Diocese of Wilmington, a Canonical Administrator and the pastors from the four sponsoring parishes. The school has an Advisory Board with representatives from each of the parishes. The Canonical Administrator, with the pastors, supports and encourages the programs and activities of the school, as an integral piece of the parish ministry. Pastors are in regular contact with the Principal and provide specific assistance on projects. The Advisory Board assists in the management of business, property, and administration of the school in such a manner to assure a sound Catholic educational program, consistent with Diocesan policies. The on-site day-to-day governance and operation of the school is under the direction of a dedicated principal, Sr. LaVerne King. She oversees 51 faculty and staff members and 631 students.

Sr. Laverne is responsible for the hiring of qualified teachers and staff who are committed to the Catholic mission of the school. She works with faculty, parents and students to maintain high standards of conduct and enforce discipline, according to the mission statement and due process. The principal organizes ongoing in-service for staff members to insure continued professional development. Sr. LaVerne develops, interprets and implements regulations, which are in agreement with the policies of the Diocese and in compliance with state requirements. She creates the teaching schedule, any special assignments, and coordinates the services of resource personnel so that all classroom teachers may receive effective assistance. The principal shares leadership with curriculum and level coordinators to devise, to systematically evaluate and to improve programs and curriculum that enhance student learning in response to student and community needs. Sr. LaVerne also supervises and evaluates the teaching-learning dynamic as a process for the improvement of instruction.

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 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3900</u>	<u>\$3900</u>	<u>\$3900</u>	<u>\$3900</u>	<u>\$3900</u>	<u>\$3900</u>
K	1st	2nd	3rd	4th	5th
<u>\$3900</u>	<u>\$3900</u>	<u>\$3900</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? \$ 4996 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1221
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
9 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
38 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 3 Test: Terra Nova

Edition/Publication Year: Second Edition/2000 Publisher: CTTB/McGraw-Hill LLC

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	80	79	83	76
Number of students tested	60	62	63	63	63
Percent of total students tested	100	98	99	100	100
Number of students alternatively assessed	0	4	2	0	0
Percent of students alternatively assessed	0	2	1	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The Second Edition (2000) was used in years 2000-2008. The Third Edition (2008) was used in 2009.

Subject: Reading

Grade: 3 Test: Terra Nova

Edition/Publication Year: Second Edition/2000 Publisher: CTTB/McGraw-Hill LLC

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	77	81	81	75
Number of students tested	60	62	63	63	63
Percent of total students tested	100	98	99	100	100
Number of students alternatively assessed	0	4	2	0	0
Percent of students alternatively assessed	0	2	1	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Terra Nova Second Edition (2000) as used for testing years 2002-2008. The Third Edition (2008) was used in 2009.

Subject: Mathematics

Grade: 5 Test: Terra Nova

Edition/Publication Year: Second Edition/2000 Publisher: CTTB/McGraw Hill LLC

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	79	67	77	67
Number of students tested	64	61	58	61	62
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	0	1	2	0	0
Percent of students alternatively assessed	0	1	1	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The publisher provided the Third Edition/2008 version for the 2008/2009 testing year. For all other years the Second Edition/2000 version of the test was used.

Subject: Mathematics

Grade: 6 Test: Terra Nova

Edition/Publication Year: Second Edition/2000 Publisher: CTTB/McGraw Hill LLC

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	76	70	74	74	68
Number of students tested	63	61	58	61	62
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	0	1	2	0	0
Percent of students alternatively assessed	100	1	1	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

The publisher provided the Third Edition/2008 version for the most recent testing year. For all other years the Second Edition/2000 version of the test was used.

Subject: Mathematics

Grade: 7 Test: Terra Nova

Edition/Publication Year: Second Edition/2000 Publisher: CTTB/McGraw Hill LLC

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	86	79	77	79
Number of students tested	60	55	58	55	55
Percent of total students tested	100	99	99	99	100
Number of students alternatively assessed	0	1	1	1	0
Percent of students alternatively assessed	0	1	1	1	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
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
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

