

PART I - ELIGIBILITY CERTIFICATION

11PV74

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city

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

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	26	19	45		6	21	21	42
K	20	37	57		7	22	22	44
1	21	20	41		8	20	23	43
2	23	28	51		9	0	0	0
3	26	31	57		10	0	0	0
4	28	21	49		11	0	0	0
5	19	28	47		12	0	0	0
Total in Applying School:								476

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
0 % Black or African American
11 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
86 % White
0 % 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 2009-2010 school year: 3%

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, 2009 until the end of the school year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1, 2009	480
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 0%
 Total number of limited English proficient students in the school: 0
 Number of languages represented, not including English: 0
 Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 2%
 Total number of students served: 11

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>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>6</u>
Paraprofessionals	<u>8</u>	<u>7</u>
Support staff	<u>3</u>	<u>11</u>
Total number	<u>39</u>	<u>25</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: 24:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	96%	95%	97%	96%
Daily teacher attendance	99%	99%	98%	99%	99%
Teacher turnover rate	6%	0%	16%	13%	3%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

2007-2008: 3 out of the 5 were retirements

2006-2007: 2 of the 4 were young teachers starting families and 1 was a retirement

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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	_____ %
Total	_____ 0%

Christ the King Catholic School is a vibrant parish school community with a rich tradition of academics grounded in Catholic faith. Since 1949, CKS has built a reputation as an educational leader, producing well-rounded, well-meaning and well-informed students ready for the rigors of high school and beyond. Students recite the following mission statement after prayer and the pledge of allegiance every morning at assembly: *We are Christ the King Catholic School, alive with Catholic Faith and Salesian Spirit; nurturing respect, responsibility and reason; growing in loving kindness; and dedicated to academic excellence.*

CKS has flourished for over 60 years in an atmosphere that emphasizes service to family, church and community. Students have the opportunity to participate in many activities that build character, bolster confidence, and develop the future leader in themselves. As evidenced by test scores and acceptance rates to leading high schools, CKS students comfortably transition into the most demanding high school programs.

CKS is a generational school with a large number of alumni seeking a CKS education for their children. The school serves a Catholic parish nested in South Tampa - a community of predominantly white families with 23% Hispanic, 1% African-American and 1% Asian. Faculty commitment and stability is the foundation for the academic environment at the school. Through ongoing professional development, the faculty strives to provide for and expect the best from children while continually sharpening their skills as educators. Parent participation and support is high with hundreds of volunteer hours of service to the school. Deep faith-based traditional ties, strong parental involvement and a well trained, committed and hardworking faculty all contribute towards the reputation CKS enjoys as a vibrant parish community school.

CKS officially opened in September 1949 with the original building. In 1953 a new wing was built and a second wing was added in 1958 together with a cafeteria. In 1975 and 1977 respectively, the school received full accreditation from the Florida Catholic Conference and the Southern Association of Colleges and Schools. Along the way, a new library, computer center, art and music wing was added. In 2000 an open-air pavilion with locker room and storage facilities was constructed and an in-house TV station was incorporated in the facility. In December of 2006, the John Bosco Education Center was built. This building provided much needed additional space including a large state of the art science learning center for junior high students. There are plans to replace older classrooms with a new building in the not too distant future. Capacity will remain at five hundred students, Pre-Kindergarten through Grade Eight, with class sizes of approximately 25 students. Over the past three years, CKS has maintained enrollment at more than 95% of capacity.

The strength of the CKS community lies in an ethos of continuous improvement and emphasis on collegiality, collaboration and transparency. Curriculum timelines and student grades are readily accessible by parents online in real time. In the past two years alone, CKS introduced a rigorous and challenging mathematics program that is properly aligned and sequenced from Kindergarten through Grade Eight; adopted the *6+1 Traits model* to enhance an already strong writing program; added a resource program that helps students who are underperforming; and, increased instruction in Spanish for the entire student body with the goal of offering Spanish I as a high school credit course.

The implementation of “Understanding by Design” as a planning framework directs faculty to think strategically by beginning with the end in mind. This framework ensures that assessment and instruction clearly support the achievement of outcomes and standards.

While curriculum enhancements play an important role in the school’s achievements, of equal importance is the emphasis on developing well-rounded and well-meaning students. This emphasis ensures that

students have access to music, art, drama, computers, physical education, service learning and a variety of extracurricular activities. The school's commitment to service includes full service days to homeless projects such Pinellas Hope, numerous food and clothing drives (most recently to Haiti) and a mission club that identifies and works on student initiated projects (most recently school supplies for school girls in Afghanistan). Ultimately, CKS believes it is the Catholic faith and its teachings integrated throughout the curriculum that is at the core of all that happens at CKS. Such a core will continue to support the pursuit of excellence for the sake of service to mankind.

1. Assessment Results:

Christ the King Catholic School (CKS) participates in the Iowa Test of Basic Skills (ITBS) as an assessment referenced with national norms. Each student in Grades Three to Eight tests in the fall of the year whereas Grade Two tests in the spring of the year.

In the October 2009 ITBS testing, students in Grades Three to Eight from CKS, on average reported total reading scores for each grade level at or above the 79th national percentile ranking. Students in the same grades reported average total math scores at or above the 77th national percentile ranking. Grade Two students in March 2010 showed an average reading total at the 82nd percentile and an average math total at the 75th national percentile ranking. These figures, as well as the data comparing class averages of CKS students' Cognitive Test of Abilities (CogAT) predicted percentile rankings and grade equivalencies with the students' actual figures, suggest that CKS has a larger percentage of high achieving students when compared with other students in the nation.

In the school year 2009-2010 CKS, as part of the Catholic Province of Florida, administered a new version of the ITBS which was an alternate, parallel ITBS test with similar items and format as had been administered previously. However, the change in form brought with it an updating of the normative data from 2000 to 2005. This change was made in order to reflect a better alignment with the current performance of students nationwide. National achievement levels had increased slightly requiring students to receive a higher raw score than previously to obtain the same percentile ranking. The change in normative data revealed lower national percentile rankings from the year before for some grade levels at CKS in reading, particularly sixth and fourth grades. With regard to math, students in most grades, except for those in Grades Three and Eight, reported an average percentile ranking that is lower than in the previous years. Per the senior assessment consultant from the testing publishing company, Riverside, we have been advised to consider the 2009-2010 reporting year as a new baseline and not to compare this year with previous ones. Even with the change in normative data for the 2009-2010 school year however, a large portion of CKS students demonstrated achievement at the proficient and advanced mastery levels. In the area of reading, on average, 33% of the students in grades three through eight exhibited advanced mastery in which they displayed ability to generalize about ideas and evaluate texts critically. Proficiency and advanced levels combined revealed a range from 85-95% of the students in Grades Three to Eight. Likewise in math, the advanced level of proficiency demonstrated for Grades Three to Eight was 44% on average and the proficiency/advanced mastery level ranged from 84 - 95%. Students performing at these levels typically give evidence of ability to extend their knowledge and understanding of mathematical concepts and procedures and are able to solve real world mathematical problems. On the other hand, according to the 2009-2010 scores, CKS has no Third through Eighth Grade students who are performing below basic grade level mastery in reading. In math, three grade levels show 2% (raw number equals 1) and Fifth Grade reports 7% (raw number equals three) of students performing below basic grade level mastery.

For the three years prior to the 2009-2010 school year students in Grades Three to Five displayed a higher average national percentile ranking by a rate of 3-4%. Students in Sixth Grade reported a lower national percentile ranking in reading than in the Fifth Grade at a rate of 7% +/- .5%. However by Grade Seven, students began to show a positive trend in achievement with total reading national percentile rankings increasing at a rate of 4% +/- .8%.

In relation to the total math scores, there was a positive change in national percentile rankings between Grades Two and Three for the three years previous to 2009-2010. The increase in scores between these two grades ranged from 11 - 23%. There was no significant change between Grades Three and Four, however average national percentile rankings for total math scores between the Fourth and Fifth grades decreased at a rate of 4.4 - 6.7%. Math percentile rankings continued to decrease throughout the

remainder of the years, but not significantly. These results indicate Grade Three as the year of peak achievement in math with a strong increase in scores in the seven months between testing of the second and third grades.

In summary, Christ the King Catholic School continues to maintain its academic excellence as evidenced by the ITBS assessment results.

2. Using Assessment Results:

Each year Riverside Publishing provides Christ the King School (CKS) with individual student Performance Profile score reports. Because this report displays the subtests in each subject area, such as vocabulary and reading comprehension for reading, into smaller skills, a student's Performance Profile is analyzed by the teacher in order to identify students' strengths and weaknesses and to recognize needed areas of emphasis for a particular class/student. With this process, students who have a low national percentile ranking (low 50 percentile or less) in any of the subtests, i.e., spelling, capitalization, punctuation, are identified. Teachers review the skills assessed in the particular student's area of weakness: number of attempted responses compared to the total items offered, the student's percentage correct in each skill area (criterion referenced score) and how this compares to the average percentage correct for students in the nation. Ranges of low (bottom 25%), middle (middle 50%) and high (top 25%) are identified as a means of ranking. With this process teachers are able to see an individual student's areas of difficulty. These students with their skills of concern, along with the specific scores, are noted on a gridded skill sheet. When a class analysis using individual Performance Profile reports is complete, the skills in each of the subject area subtests as well as the individual students that need extra attention, particular emphasis and/or re-teaching are delineated. This same process is used to note the strengths of higher achieving students so they may be challenged in an appropriate manner within the classroom setting. After reviewing all data, teachers develop an Individual Teacher Plan of Action listing specific strategies, methods, materials that will be used to improve individual and class performance. Each teacher is responsible for submitting their Plan of Action to the principal for approval and monitoring.

In addition to the process described above, the Interactive Results Manager (IRM) online system provides for building and system wide analysis of trends in performance. IRM is used at the building level to better disaggregate populations so particular needs may be addressed in planning. Based on the data collected through IRM, CKS was assisted in designing, writing, and monitoring academic goals for the school reaccreditation in 2009.

With tools that have been developed and those available online, strength in attending to learning needs, both high and low, are evident at the individual, class, and building levels.

3. Communicating Assessment Results:

Each year the Guidance Department of Christ the King Catholic School (CKS) facilitates the communication of standardized scores to the administration, faculty, parents, students and community. The administration receives the Building Performance Profiles and the Building, Diocesan, and Province comparison charts for each grade level. In discussion with the school counselor, overall strengths and weaknesses are noted. Time is spent with administration and faculty as part of professional development to view and manipulate the data available on the Interactive Results Manager. Each participant reviews his/her own class reports online.

Teachers also participate in the evaluation of testing scores described in #2. Families are sent student's individual "Snapshot Review" reports with a cover letter of explanation regarding the testing procedure and how to read testing results. The Snapshot Review lists current national percentile rankings in graph and numerical form. It also offers a narrative of the student's strengths and weaknesses and graphs the student's achievement profile over a number of years and compares the individual's growth to an average student's positive growth pattern. In the cover letter extra care is taken to ensure that parents understand the testing language by giving examples and quoting phrases to use when reviewing results. The purpose

and use of the testing results are also explained. Included with the letter is a chart summarizing how CKS compares to the national and private school averages for each grade level. Parents are encouraged to share testing results with their children when appropriate. At the January Parent Teacher Club meeting, the school counselor, using charts and graphs, explains the trends and patterns of the current year's testing, the longitudinal pattern of student scores, and the building, diocesan, province comparisons. In the letter and again at the meeting parents are invited to privately speak with the counselor to review student results, including the Performance Profile. At all parent-teacher conferences regarding the student, reference is made to the ITBS reports and the results are reviewed and clarified. A similar process of informing and explaining is done in the spring when Grade Two results are available.

A summary of the year's ITBS information is shared on the school's website and used in various promotional and information publications distributed in the city. Parish bulletin articles, citing scores and trends, are published annually so the larger parish community is made aware of the academic strength of the school they support.

4. Sharing Lessons Learned:

Annually the Diocese of St. Petersburg arranges for a senior assessment consultant from Riverside Publishing to come to the area in order to update and inform administrators and school counselors of new information and procedures related to standardized testing, in particular, the Iowa Test of Basic Skills, an achievement measure and the Cognitive Abilities Test, a measure of general thinking and problem solving abilities. As part of the program at these annual gatherings counselors and administrators at the elementary and high school levels are given the opportunity to discuss questions and share successful strategies with one another about the use of the standardized testing results. During these sessions Christ the King School (CKS) has shared the process and best practice of the student's Performance Profile review/evaluation at an individual teacher's level to benefit both the individual and class with data driven information for instructional planning. Another example of sharing lessons learned at these professional gatherings is one relating the implementation of successful strategies used to raise the individual and class performance levels in math computation. Following several years of a continued pattern of relatively low scores school-wide in math computation, the CKS math faculty and administration worked together to identify specific areas of weakness as well as practices that would increase student performance. Developing a plan over the next year, students at all grade levels began to better their computation skills and computing speed through daily review with math games, puzzles, activities, online sites, timed drills, and a program of Math Buddies, which allowed older students to serve as math tutors for younger students. Beginning in the summer of 2005, a student requirement of practicing math using previously learned skills was added to the customary summer reading requirement. This summer requirement and the other practices remain in place today. In the beginning of the 2005-2006 school year, a daily distributed practice program of math computation skills, entitled *Mountain Math*, was implemented school-wide. The continuation of math articulation meetings between and among grade levels enables faculty to share best practices and successes. A longitudinal look at the math computation ITBS scores shows a continued increase in the average of these scores over the past five years while not sacrificing student performance in math concepts and problem solving. This success certainly was good news to share with others in order to demonstrate the use and value of assessment results evaluation.

1. Curriculum:

A child's educational experience at school should prepare him or her for the challenges of the 21st century. CKS believes in the need to continually assess curriculum and delivery methodologies to ensure rigor, relevance and meaning.

As a Catholic School, social justice issues are integrated throughout the curriculum. All students in Grades Six through Eight complete a minimum of four full days of service each year as well as take part in other ongoing service opportunities organized by the school's mission club.

Curriculum at Christ the King is based on Diocesan and the Florida Sunshine standards. Teachers use a backward design model to plan instructional units. All units are linked to relevant standards addressed and assessed. This is readily visible to all teachers and parents through an online curriculum-mapping program (<http://cksschoolpublic.rubiconatlas.org>).

The integrated **Mathematics** curriculum covers topics in (i) Algebra, (ii) Geometry and Measurement, and (iii) Statistics/Data Analysis/Probability. Half of the Grade Eight students complete Algebra 1 honors, which allows them direct entry to Geometry in Grade Nine when they transfer to private or public high schools.

The Kindergarten to Grade Eight **Science** curriculum is based on the exploration of 18 big ideas such as: The Practice of Science; Properties of Matter; The Role of Theories, Laws, Hypotheses and Models; Diversity and Evolution of Living Organisms; Energy Transfer and Transformations; Interdependence. It is an integrated study of the Life, Earth and Physical Sciences.

The **Language Arts** curriculum covers: The Reading Process; Literary Analysis; The Writing Process; Writing Applications; Communications; and Information and Media Literacy. The early literacy program (Pre-Kindergarten to Grade Two) has children successfully developing competence in early reading and writing skills.

The **Social Studies** curriculum includes strands in American History, Geography, Economics, Civics and Government, World History and Humanities. These are integrated at all grade levels and introduced through developmentally appropriate units.

All curricular learning units are planned around *enduring understandings* and *essential questions* that guide student learning while promoting *thinking, reasoning and problem solving*. Assessments are tied to standards and include a variety of modalities including traditional paper and pencil tests, essays and authentic assessments involving research projects, presentations as well as simulations of real world issues. All assessments are treated as formative to provide evidence of mastery as well as essential feedback to improve learning, correct misunderstandings and encourage student performance.

Instruction is delivered, whenever appropriate, through a variety of methods including direct instruction and coaching, as well as facilitative, reflective and constructivist approaches. **Students are engaged** through a number of techniques that include: questioning techniques that promote thinking and learning; organizing structures appropriate to the learning activity such as individual work, cooperative learning through pairing and small group collaboration; guided and self-directed research activities and projects; and the integration of technology to facilitate learning and engagement.

Students at all grade levels are exposed to the creative influences of **Visual and Performing Arts Programs**. The Arts are scheduled into the school day at least once a week with many grade levels also

taking advantage of field trips to cultural shows, galleries and museums in the Tampa area. Students demonstrate their creative talents through grade level performances and the annual drama program has staged recent productions such as *Alice in Wonderland* and *Charlie and the Chocolate Factory*.

The **Physical Education, Health and Nutrition Programs** support the concept of healthy living and physical activity as a lifetime pursuit. Physical education activities promote and introduce the skills necessary for the enjoyment of games and exercises that lead to physical and mental fitness. Through scheduled programs from the Guidance department, children learn how their daily choices have long-term consequences personally, socially, mentally and physically. The cafeteria, in conjunction with the PE program, promotes healthy nutrition. Food served is balanced nutritionally and includes a daily salad option. Fried foods are kept to a minimum and snacks are free of trans-fats and excessive sugars. Fresh fruit is served as a snack choice.

CKS is in compliance with the program's Foreign Language requirements. All students take Spanish as a Foreign Language. Children from Pre-Kindergarten through Grades Five have two periods of Spanish language a week, while students in Grades Six through Eight have four periods of Spanish language a week. The learning goal is to have all students leave CKS with conversational fluency in Spanish. The academic goal is for students in Grade Eight to leave CKS ready to take Spanish 2 or Spanish 1 Honors in Grade Nine.

CKS delivers a challenging well-rounded curriculum grounded in the principles of Catholic identity and infused with the spirit of service and excellence.

2. Reading/English:

The starting point of the reading curriculum is at the Early Childhood through Grade Two level where the *Superkids Reading Program* is in place. This program focuses on the key skills of learning how to read. As part of the *Superkids Reading Program*, students at the Pre-Kindergarten level employ a program entitled *Happily Ever After*, a reading readiness program that utilizes classic stories from children's literature as the basis for reading instruction. From Kindergarten through Grade Two, the *Superkids Reading Program* provides a comprehensive reading language arts curriculum that builds off strong phonics and decoding skills. The systematic, phonics based instruction integrates comprehension, vocabulary, and fluency while also developing writing skills. This highly engaging program from the Rowland Reading Foundation, provides a very strong foundation for reading instruction.

As students move on to the intermediate grades, they use the McMillan-McGraw Hill Reading Program that provides explicit reading instruction across several Language Arts areas. The students in Grades Three to Five are then challenged to use reading, writing, listening, viewing, and speaking strategies from the McMillan-McGraw Hill Reading Program in various grade-appropriate novels and literature.

By the time students reach middle school, they no longer use a particular reading program to guide instruction. Instead, they explore literature-based instruction where novels and works from authors are used as the core experiences to support literacy development. This literature-based instruction is integrated into grammar and writing as well.

At all grade levels, the vocabulary and methodology of the *6+1 Traits Writing & Assessment model* is used to teach and reinforce writing skills. Beginning with the introduction of just two traits in Pre-Kindergarten, the traits are integrated into writing instruction until all of them are introduced and practiced in Grade Five and reinforced in Grades Six through Eight.

CKS also uses a computerized support system called the *Accelerated Reader Program*. This research-based program has been proven effective in helping educators dramatically accelerate student reading growth. Along with remediation supplied by teachers, the *Accelerated Reader Program* serves as another way to assess and improve the reading skills of all students at CKS.

3. Mathematics:

The Mathematics program is designed to build a foundation in Mathematics, introduce and develop strategies for problem solving, and provide real world applications for using Mathematics. The Mathematics curriculum, for Grades Kindergarten to Eight, covers three main areas at developmentally appropriate levels to help increase student understanding of mathematical concepts. The three main areas are Algebra, Geometry/Measurement, and Statistics/Data Analysis/Probability. Integrated into these three main areas are problem solving techniques, numbers, numeration and computation.

CKS uses the Sadlier-Oxford Mathematics series. This series was chosen for its strong support in providing concept and skill foundation, problem solving strategies, and real world applications. It also has a number of resources available for students with different learning modalities.

Because of a strong belief that students learn at different rates and in different ways, CKS uses ability grouping to help meet the various needs of students. In Grades Three to Seven, students are placed into two ability-based groups at each grade level. The on-level group receives more in-depth instruction that provides more opportunities to understand and be successful with the material. The advanced group is challenged with more difficult material and assignments relative to the same concepts being taught. Children who are placed in the advanced group will have shown a demonstrated maturity in mathematical reasoning and the ability and aptitude to benefit from, and be comfortable with the deeper and challenging assignments. Even though both groups are being reached in different ways, Grades Three to Five use the same text and address the same grade level benchmarks. In Junior High, starting in Grade Six, students progress to either Algebra 1 or Pre-Algebra in Grade Eight. In Junior High, a Mathematics specialist is available to assist the teacher whenever one or more students fall behind and require augmented instruction. The specialist works alongside the students in the classroom to help them bridge their learning gap.

In addition to our traditional Mathematics curriculum, we offer enrichment classes for Grades Pre-Kindergarten through Grade Five that further develop critical thinking, logical reasoning, and problem solving skills.

4. Additional Curriculum Area:

One academic subject that confirms CKS's commitment to academic excellence is the Science program. The Kindergarten to Grade Eight science curriculum at CKS encompasses the scientific concepts and skills of the three main branches of study: Life, Earth, and the Physical Sciences. Throughout the Kindergarten through Grade Eight curriculum, concepts are introduced, developed, extended, and mastered. All grade levels are introduced to developmentally appropriate aspects of all three branches of science. Concepts are practiced and reinforced through hands-on activities, both individually and in small cooperative groups.

In addition, CKS offers a science enrichment program in Pre-Kindergarten through Fifth Grade. Besides their regular Science lessons in the classroom, students attend an additional Science Activity Center once a week. This enrichment program provides hands-on investigative projects, real world problems and simulations that allow students to explore, understand and apply the concepts they have learned in the classroom. This enrichment program is conducted by a Science Specialist. There is a strong focus on understanding and using the scientific method to explore the scientific world. This allows students to strengthen their basic understanding of science and to use the scientific method to further enhance the knowledge and understanding of the scientific world of hypotheses, facts, laws and theories.

To complement a strong science curriculum at the Junior High (Grades Six to Eight), CKS built a Science Learning Center to support the study of Science. The Science Center is divided into a section for direct instruction and a section for laboratory, investigative and experimental work. Students move from receiving direct instruction to working on a laboratory assignment, investigating a Science phenomenon,

or proposing and testing a hypothesis through experimentation. The Learning Center provides excellent support for inquiry based learning for which the subject of Science forms a natural platform.

Students and teachers also have access to a number of online subscriptions to support or supplement Science education in and out of the classroom. These include the suite of Discovery Education programs.

5. Instructional Methods:

CKS recognizes that in order to achieve academic excellence, it is important to reach a diverse group of learners and meet their needs through successful implementation of differentiated instruction.

Through the "Understanding by Design" (UbD) unit planning philosophy, CKS is able to effectively differentiate instructional content. The UbD philosophy is a backward design approach that first takes a look at the end goal, standards, and learning objectives. CKS puts itself in a better position to differentiate instruction by having clear objectives and learning goals. Having clear objectives tied to instruction make it easier to know how to reach varied learners. Instructional content is then differentiated by varying the materials and skills students use to acquire knowledge. The emphasis on appropriate instructional concepts, principles, and skills gives CKS the ability to focus on the same concepts for all students, but vary the degree of complexity to meet the needs of different students.

CKS differentiates the process by which the students learn through both flexible groupings and classroom management strategies. One example of flexible grouping is the Mathematics ability grouping program described earlier. Within each group there is further differentiation done as the teacher incorporates whole-class introductory lessons followed by small group or paired work, allowing the teacher to evaluate smaller groups of students.

The use of technology further helps teachers differentiate instruction. Besides having access to two computer labs, teachers utilize mobile classroom sets of computer lap-tops. Computers allow students to work at their own pace and level on research projects and other assignments. The use of technology also allows teachers to utilize software programs specially designed for different learners.

Through the use of the *Accelerated Reader* (AR) and *Standardized Test for the Assessment of Reading* (STAR), CKS is able to make initial and on-going assessments that lead to successful differentiated instruction. The AR and STAR programs allow teachers from Grades One to Eight to get immediate feedback about each student's zone of proximate development and their comprehension skills. This feedback informs teachers to provide better choices and scaffolds in instruction for different educational needs.

6. Professional Development:

CKS has embraced an ethos of continuous improvement and uses a blend of external and internal strategies for professional development. All professional development is designed with the school's strategic goals in mind. For example, during the 2009-2010 school year, a strategic goal was the adoption and implementation of "Understanding by Design," an approach to instructional planning and delivery that begins with the end in mind.

Two separate workshops conducted by external trainers at the beginning and middle of the year provided introductory and reinforced understandings on the concept. During the course of the year, a core team of internal trainers (who received additional training) worked with teachers, individually and in small groups, to facilitate the use of a common planning template as well as curriculum mapping software to design instructional units.

In the example above, **impact on student achievement** is directly assessed. Using the "Understanding by Design" model, all unit assessments have to measure competency of the standard the unit addresses as

well as any other learning goals of the unit. Professional development is further encouraged as the teacher reflects on the efficacy of the planned unit after it is taught. Corrective measures are then incorporated into the unit planner for the next time it is delivered.

All professional development is planned before a new school year begins. It is focused on stated strategic goals. Professional development to support the attainment of these goals are planned and calendared into the school year.

Besides professional days, faculty at CKS meet for an hour of professional development and dialogue every Wednesday after school to work on planned and discretionary professional development. At least one Wednesday a month is devoted to discretionary time where faculty members have the autonomy to work independently or with teams on any measure they believe will improve the student learning experience.

In addition to the above, faculty members may request professional development funds to attend workshops and seminars to update and develop their teaching discipline or special subject. A professional learning library in the faculty room as well as access to "PD360," an online library of professional development videos is available for ongoing faculty learning.

7. School Leadership:

In August of 2009 the principal shared a vision that embraced continuous improvement, transparency, collaboration and the promotion of professional learning communities. The ongoing efforts necessary for this direction necessitated the following structural organizational changes:

(1) Level Teams: These consist of four teams of teachers: Grades Pre-Kindergarten to Two; Grades Three to Five; Grades Six to Eight; and teachers of special subjects. These teams, guided by Diocesan and state standards, meet monthly to coordinate curriculum delivery at their respective levels and deal with grade level issues to improve student learning.

(2) Subject Teams: One person from each level team serves on one of the following vertical subject groups: Language Arts, Social Studies, Science, Mathematics, and Religion. These teams meet monthly to oversee vertical articulation of curriculum in their respective disciplines and deal with curricular gaps, overlaps and redundancies to improve student learning.

(3) Level Coordinators: Coordinators of the Level Teams and the Administrative Team form the academic leadership of the school. This team meets monthly to communicate activities at their levels and to give and receive suggestions to/from the administrative team to improve student learning.

(4) Administrative Team: This is made up of the Principal, Assistant Principal and Dean of Instruction. This team meets weekly to review the previous week, assess progress, and agree on recommendations to improve student learning. For example: the team may examine progress in an action plan and agree to speak to teachers who need help meeting their deadlines.

(5) Stewardship Team: The Administrative Team and coordinators from the Development/Communications, Admissions, Facilities and Maintenance, Office Administration and Counseling Offices meet once a month for updates and coordination.

(6) School Advisory Board: The Principal, Pastor, Assistant Principal, Development Director and various appointed community members meet once a quarter to receive updates and to plan and evaluate the strategic direction of the school. The following Board sub-committees advise the principal on the following strategic issues: Finance, Facilities, Development & Communications.

The principal encourages Level teams to make autonomous decisions within their grade levels that will improve the learning experience and/or environment for their students. For example, recently the Grades Six through Eight team restructured their semester exam schedule to make it more effective and student friendly.

The balance between autonomy and oversight serves to promote personal as well as group initiative, responsibility and accountability.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

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

<u>\$5585</u>	<u>\$5585</u>	<u>\$5585</u>	<u>\$5585</u>	<u>\$5585</u>	<u>\$5585</u>
K	1st	2nd	3rd	4th	5th
<u>\$5585</u>	<u>\$5585</u>	<u>\$5585</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$6856

5. What is the average financial aid per student? \$2652

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 7%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	75	81	70	71	79
Number of students tested	57	56	48	49	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	6	7	5	3
Percent of students alternatively assessed	7	11	15	10	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	78	75	80	81
Number of students tested	57	56	48	49	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	6	7	5	3
Percent of students alternatively assessed	7	11	15	10	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	88	86	86	88	90
Number of students tested	53	48	45	53	60
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	6	5	6	4	3
Percent of students alternatively assessed	11	10	13	8	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	85	82	83	85	88
Number of students tested	53	48	45	53	60
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	6	5	6	4	3
Percent of students alternatively assessed	11	10	13	8	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	87	89	90	88
Number of students tested	48	43	44	61	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	3	4	5	4
Percent of students alternatively assessed	8	7	9	8	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	89	91	90	89
Number of students tested	48	43	44	61	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	3	4	5	4
Percent of students alternatively assessed	8	7	9	8	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	83	86	82	88
Number of students tested	44	45	59	51	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	5	5	4	2
Percent of students alternatively assessed	15	11	8	8	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	85	89	91	85	91
Number of students tested	44	45	59	51	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	5	5	4	2
Percent of students alternatively assessed	15	11	8	8	4
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	77	85	79	82	80
Number of students tested	43	49	47	44	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	5	6	3	4
Percent of students alternatively assessed	9	10	13	7	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	79	85	79	84	87
Number of students tested	43	49	47	44	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	5	6	3	4
Percent of students alternatively assessed	9	10	13	7	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	81	82	84	87	82
Number of students tested	45	51	38	45	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	6	6	3	6
Percent of students alternatively assessed	11	12	16	7	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	83	82	88	86	86
Number of students tested	45	51	38	45	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	6	6	3	6
Percent of students alternatively assessed	11	12	16	7	11
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	83	82	89	83	81
Number of students tested	51	39	45	53	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	6	3	7	0
Percent of students alternatively assessed	10	15	7	13	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: Form C/2008 Publisher: Riverside Publishing Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	83	87	87	85	84
Number of students tested	51	39	45	53	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	6	3	7	0
Percent of students alternatively assessed	10	15	7	13	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

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