

# 2005-2006 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

### Cover Sheet

Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal Mr. Scott T. Stewart  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 5858 N. Crittenden Ave.  
(If address is P.O. Box, also include street address)

Indianapolis Indiana 46220-2896  
City State Zip Code+4 (9 digits total)

County Marion State School Code Number C585

Telephone (317)257-9366 Fax (317)715-4781

Website/URL www.cks-indy.org E-mail sstewart@cks-indy.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mrs. Annette "Mickey" Lentz  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Roman Catholic Archdiocese of Indianapolis Tel. (317)236-1430

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Kenneth LaRose  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **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 grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II - DEMOGRAPHIC DATA**

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**All data are the most recent year available.**

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

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   2   Number of years the principal has been in her/his position at this school.  
  2   If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	20	13	33
K	27	22	49	8	23	16	39
1	17	25	42	9			
2	23	19	42	10			
3	25	17	42	11			
4	22	19	41	12			
5	25	22	47	Other			
6	27	15	42				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>377</b>

6. Racial/ethnic composition of the students in the school:
- |               |                                  |
|---------------|----------------------------------|
| <u>93</u>     | White                            |
| <u>3</u>      | % Black or African American      |
| <u>2</u>      | % Hispanic or Latino             |
| <u>2</u>      | % Asian/Pacific Islander         |
| <u>      </u> | % American Indian/Alaskan Native |
| <b>100</b>    | <b>% Total</b>                   |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	4
<b>(4)</b>	Total number of students in the school as of October 1	377
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.0106
<b>(6)</b>	Amount in row (5) multiplied by 100	1.06

8. Limited English Proficient students in the school: 0%  
0 Total Number Limited English Proficient  
 Number of languages represented: 0  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 1%  
 Total number students who qualify: 5

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{9}{34}$  %  
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>  2  </u> Autism	<u>  1  </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  6  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 16  </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>  8  </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>  1  </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  1  </u>	<u>  0  </u>
Classroom teachers	<u> 23  </u>	<u>  0  </u>
Special resource teachers/specialists	<u>  1  </u>	<u>  0  </u>
Paraprofessionals	<u>  0  </u>	<u>  2  </u>
Support staff	<u>  4  </u>	<u>  3  </u>
Total number	<u> 29  </u>	<u>  5  </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers:   16  

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	98%	97%	97%	97%	97%
Daily teacher attendance	98%	97%	96%	97%	98%
Teacher turnover rate	8%	16%	20%	16%	8%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_____	%
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
<b>Total</b>	_____	<b>100 %</b>

## **PART III - SUMMARY**

### **Summary of Christ the King Catholic School**

Christ the King is a fully accredited, K-8 Catholic elementary school located in Indianapolis, Indiana. Christ the King is the parish school of Christ the King Church established in 1939. The school first began at 5858 N. Crittenden Avenue in 1945 with an enrollment of 149 students. The enrollment peaked in the mid 1950's with approximately 800 students packed into 16 classrooms. In the last 20 years, enrollment has teetered between 300 and 400 students. Currently, Christ the King Catholic School is home to 377 students.

Christ the King has a long and rich tradition of quality Catholic education. High expectations in the Catholic tradition challenge students to excel both academically and spiritually. This continuous development of the whole child empowers students to leave Christ the King with a solid, foundational understanding of their God-given talents and the desire to share their talents to build God's kingdom. Our Mission Statement proclaims, "Christ the King Catholic School teaches and follows the example of Jesus Christ, our King, so that our students will attain their spiritual and academic potential. We are a family of parents, students, faculty, staff, and parish members providing a Christ-centered atmosphere that instills stewardship, respect and responsibility toward self and others, and a lifelong commitment to faith formation rooted in Catholic doctrine and prayer." The school mission is exemplified through the actions of students, staff, and parents on a daily basis. Christ the King students participate in numerous volunteer opportunities including providing food, clothing, and money to those in need, visiting the elderly in nursing homes, tutoring students with special needs, and working at local food banks.

Currently, 93% of Christ the King students are Caucasian/Non-Hispanic and the remaining seven percent are African American, Asian, and Hispanic. Fifty-five percent of the students are male while 45% are female. The majority of Christ the King students are drawn from the parish and 20% of the student population is not Catholic.

Students in Kindergarten through grade five are in self-contained classrooms, while grades six through eight are in a middle school setting with content area teachers for English/language arts, science, social studies, religion, Spanish, and math. Students also receive instruction in technology, art, music, physical education, and library. Time for various practical arts applications, as well as time for an advisory session, are built into the middle school schedule.

Most Christ the King students continue in Catholic education by attending local Catholic high schools. Feedback from these institutions confirms that Christ the King graduates achieve at a high level and partake in advanced coursework. A survey of former students indicated our graduates feel extremely well prepared for high school courses.

The administration consists of a principal, business manager/technology specialist, and the school secretary. A leadership team of four level chairs assists administrators as curriculum specialists and

liaisons. Additionally, four teachers serve as North Central Association state accreditation chairs. They lead our entire staff in professional development and implementation of our school wide goals. There are 24 full-time licensed teachers on staff and two part-time teachers' aids. Christ the King teachers follow the Indiana Academic Standards and curricula from the Archdiocese of Indianapolis. One full time licensed special needs instructor and a school social worker are available to support our students' special needs.

The pastor serves as the leader of the parish and the school and is the immediate supervisor of the principal. The School Commission, an elected body made up of parishioners, supports the principal. The School Commission is involved in the development of goals and yearly objectives. They formulate policies, approve the educational budget, assist with development of school goals, receive and communicate reports, and help insure that local, state, and Archdiocesan policies are implemented and followed.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **Assessment Results Show High Achieving Students**

Christ the King Catholic School administers the Indiana Statewide Testing of Educational Progress (ISTEP+). One hundred percent of the students in grades three through eight are tested with no pupil excluded. The ISTEP+ was administered only to grades three, six, and eight prior to 2003, but is now administered to all students in grades three through eight. ISTEP+ measures basic skills in reading, writing, and mathematics based upon the Indiana academic Standards. Overall, our performance exceeds ninety-five percent of all schools in Indiana.

The English/Language Arts portion of the ISTEP+ measures student performance in reading and writing, which includes reading skills, reading comprehension, grammar, and writing skills. Christ the King students attained an overall passing rate in the 2004-2005 academic year that exceeded 98%. Ninety-eight percent of our third grade students passed the English/Language Arts portion of ISTEP+. One hundred percent of our sixth grade students passed ISTEP+ and 98% of our eighth grade students passed.

Although the pass rates for English/Language Arts are very strong, study over several years led us to place an increased emphasis on writing and grammar. To this end, we instituted a systematic writing and grammar process that is in place for grades one through eight. Our strong multi-sensory phonics program, which is integrated into a strong basal reading series, produces strong readers and writers. The above test scores are evidence of this success.

The mathematics portion of the ISTEP+ measures computation skills, understanding of math concepts, and applied skills problem solving. Christ the King students achieved an overall passing rate of 96%. Ninety-three percent of our third grade students passed the Mathematics portion of the ISTEP+. Ninety-seven percent of our sixth grade students passed ISTEP+ and 98% of our eighth grade students passed.

Again, despite strong scores, we were able to identify areas for growth. Measurement and problem solving have been identified as areas for improvement. Curriculum and instructional changes enhancements have been instituted to address identified needs.

Assessment data was obtained from ISTEP+ reports sent to the school and from the Indiana Department of Education website ([www.doe.state.in.us](http://www.doe.state.in.us)). Verification was given through the Indianapolis Office of Catholic Education that the 2004-2005 test results would place Christ the King in the top ten percent passing rate for schools in the state of Indiana. Data tables and charts shown in the appendix indicate superior scores attained by Christ the King school as compared to state averages. Test data indicates high achieving students and an exemplary education.

### **Use of Assessment Results**

Christ the King continually seeks to improve the achievement level of each and every student. Data from standardized assessments, teacher-created tests, and daily student work is analyzed and used to monitor student growth and make adjustments in instruction. Teachers meet regularly in multi-grade level groups to evaluate state standards, track student progress, and discuss instructional strategies for improved

student learning. Teachers are held accountable for monitoring student growth and using data to determine specific areas of improvement.

Data helps determine each student's need for additional support and remediation. Instructors work closely with our resource teachers and administration to establish individualized plans for students in need of further instruction. Christ the King provides targeted tutoring sessions, summer remediation in language arts and math, and after school study opportunities for all students. Additionally, Christ the King provides on-line access to teacher grade books for parents and students alike. Data provided by timely feedback of student progress creates open lines of communication between parent, student, and teacher. This program is monitored throughout the school year and aids in determining the level of growth for each student.

As a school we have set, through use of assessment data among other methods, two clearly defined goals. All professional development programs and academic decisions are filtered through our school improvement goals. ISTEP+ scores and data along with daily assessments helped to determine the need for improvement in writing across the curriculum. Data gathered from Archdiocesan *Faith 2000* testing along with daily assessments guided us to a goal of increased service to our community.

Data drives instruction. Textbooks and supplementary teaching materials are selected and adopted to match the Indiana Academic Standards. Daily assessments and a growing understanding of the academic standards guide teachers as they make instructional plans and implement strategies for improved student learning.

### **Communicating Assessment Results**

Christ the King Catholic School statewide testing performance result information is located on-line at the state website ([www.doe.state.in.us](http://www.doe.state.in.us)). In addition, a detailed report of initial results is provided to parents and community through the school newsletter. A report that includes analysis and recommendations is presented to the faculty and the School Commission.

Parents receive an individualized report for each child with a follow-up meeting with the Principal and classroom teacher if a need for significant improvement is determined. The Principal makes personal contact with all parents of students who fail the state test. The teacher puts an improvement plan into place with consult from the Principal, student, parent, and resource teacher.

Communication of student progress is essential. Students take home completed assignments and tests in a weekly "Friday folder" to share with parents. Students in grades two through eight keep assignment notebooks as a means of helping students and parents track short-term and long-term projects and assessments. Progress reports are available on-line at the Christ the King school website ([www.cks-indy.org](http://www.cks-indy.org)). On-line progress reports are updated weekly and parents are strongly encouraged to view them regularly. Electronically generated report cards that include personal teacher comments are distributed every nine weeks. Parent-teacher conferences are scheduled and held at the conclusion of the first and third quarters. Follow-up conferences are scheduled as needed.

### **Sharing Success**

Christ the King Catholic School has been blessed with masterful teachers, dedicated staff, supportive parents, talented students, and a community of faith-filled parishioners. We eagerly invite all visitors to come and experience firsthand the facilities, instruction, and engaging learning that transpires on a daily basis.

Christ the King is an active member of the school system of the Archdiocese of Indianapolis, a member of the Indiana Non-Public Education Association, the National Catholic Education Association, the Indiana Association of School Principals, and the North Central Association. Each of these venues allows Christ the King administrators and teachers to engage in powerful dialogue with other professionals and to share school successes.

Our teachers and administrators participate in a wide-range of shared learning opportunities. We serve on committees in many areas and present at conferences. Our teachers helped to guide curriculum development and program review for the Archdiocese. Our school is a regular stop for college education



students who wish to visit and learn from experienced veterans.

Christ the King Catholic School successes are touted on the school web site, newsletters, local newspapers, and the parish bulletin. Our teachers, students, and staff have been blessed with talents and gifts from our creator and look forward to continually sharing these blessings with others. Being a *No Child Left Behind Blue Ribbon School* would be a wonderful success to share!

## **PART V – CURRICULUM AND INSTRUCTION**

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### **Curriculum**

The Christ the King curriculum reflects the school mission, values and beliefs regarding how a child learns. It is rich with academic opportunities that are both challenging and rigorous, yet individualized to meet the needs of all students. The curriculum has a spiritual foundation and follows the teachings of the Catholic Church. Academic standards from the state of Indiana and the Archdiocese of Indianapolis are at the core of the curriculum. The curriculum provides real- life experiences that are relevant and personally meaningful to each student. The curriculum is enhanced by academic competitions, guest speakers, and study trips offered in addition to traditional classroom learning. A natural curiosity, love for learning, and spiritual growth are the ultimate goals.

Religion: The teachings and traditions of the Catholic Church are key to our religion curriculum. Each day begins and ends with prayer. Regular worship, study of Holy Scripture and service to God’s people guide our teachers, students, and school community.

Language Arts: Heavy emphasis on reading, writing, and the language arts set the tone for English education at Christ the King. The excellent Kindergarten program that is in place allows most students to enter first grade with basic reading skills. Our primary reading “specialist” intervenes early to provide support for students struggling. Primary grades use principals of the Orton-Gillingham multi-sensory approach to phonics, reading, and writing. Also used throughout the curriculum is the systematic “Shurley” method to teach English grammar and to develop writing skills. A strong basal reading series with literature emphasis is also used in primary grades. Upper levels stress literature-based reading. Spelling and vocabulary are generally measured above grade level.

Mathematics: Math skills and math applications are emphasized at all levels. Heavy use of manipulative techniques builds a solid concept base, which is verified by standardized testing. Elementary grades make use of differentiated instruction in homerooms and our middle school offers both pre-algebra and algebra.

Science: Physical, earth, and biological sciences are taught at all elementary grades. Science stresses both content knowledge and hand-on experiments and activities to help make that knowledge real to students. Our middle school covers biological sciences in greater depth with use of an active lab component. Physical sciences are taught with similar emphasis, including lab experiences.

Social Studies: Citizenship, civics, local history, state history, United States history, world history, culture, and geography are key curriculum areas in social studies. Many elementary teachers specialize in social studies, which give students a high level of rigor in instruction. There is also a middle school specialist in social studies with a civics emphasis in sixth grade, a world human geography emphasis in seventh grade, and a U.S. History emphasis in eighth grade.

Music: Our music program provides general music appreciation experiences for all levels. We offer instrumental instruction starting in fifth grade and general band as an option in middle school. Primary, intermediate, and middle school students have a variety of performance opportunities throughout the year.

Art: The art program covers a wide range of experiences and media. Art appreciation and experiences are integrated with other areas of the curriculum. Art at Christ the King is a hands-on experience, which includes learning art from pottery to watercolors and much more.

Technology: Technology is used to provide support for basic skill instruction, Internet usage, word processing, typing, presentation software usage, and spreadsheet software usage. Mastery at a functional level is expected by eighth grade. Computer technology is available in a fixed computer lab, a mobile wireless lab, and in each classroom. Technology is regularly integrated into instruction at all levels.

Physical Education: The K-8 physical education program emphasizes lifetime fitness, instruction in both individual and team activities. Students participate in various physical fitness tests and programs throughout the course of the school year.

Spanish: Spanish is part of the middle school curriculum. Seventh and eighth grade students develop verbal and written skills, as well as cultural understanding.

### **(Elementary Schools) Reading**

Christ the King Catholic School invests significant time and resources in primary language arts. The primary language instruction includes a two hour dedicated block each morning. The block includes phonics, taught with multi-sensory strategies developed by Orton-Gillingham. It is systematic phonics instruction that uses a wide range of activities that insures that students truly integrate the phonics skills into reading. Cursive writing is included as part of the second grade curriculum. The result is fewer problems with reversals than with manuscript. The students are excited about learning and are successful with this new skill.

Spelling instruction in primary grades follows the phonics instruction cycle. Students have a significant word and vocabulary base that matches their reading and writing level. Spelling and vocabulary are drawn from the content areas, in addition to traditional sources. The result is that student performance is typically above grade level.

A strong basal reading series is used in grades K-5. This series allows for common core instruction but allows teachers to differentiate trade book reading options based upon individual needs. Upper elementary and middle school reading is primarily literature-based, incorporating novels, short stories, and poetry. A wide range of reading materials allows teachers to challenge students based upon their needs.

English grammar and writing uses a systematic instructional process known as the Shurley Method. This process uses a structured, cyclical pattern for English grammar and writing. All homeroom teachers teach using this method, even in upper levels, where subjects become more specialized. We have found that this results in stronger integration for high expectations in writing across the curriculum. Our graduates report that they are well prepared for high school English. Our state standardized test (ISTEP) scores in English support this notion.

This combination of strong, phonics based, primary reading and challenging, literature-based, upper level reading brings real success. Consistent emphasis on grammar and writing across the curriculum has improved overall writing and our students' preparation for high school.

### **Christ the King Religion Curriculum**

Catholic religion class is one important distinction of Christ the King school. The faith and spiritual life of students are most directly affected by this curricular component. The religion curriculum goes beyond daily religion instruction; it encircles all aspects of students' lives. A new school wide theme is selected every year to give focus to our common spiritual journey. This year's theme, "Life is Christ," encourages all community members to put Christ first and foremost in our hearts and minds.

The religion curriculum, adopted from the Archdiocese of Indianapolis, teaches morality, doctrine, and service. Daily prayer, weekly Mass, and internal reflection of God's word guide the development of the spiritual child. Reading and interpreting the Bible, role playing, cooperative discussions, and projects are a few of the instructional techniques used while teaching formalized religion classes. Students are challenged to extend their Catholic faith beyond the four walls of the classroom by attending religious retreats, preparing for the sacraments of Reconciliation and Eucharist, and by serving the less fortunate. In addition, middle school students realize the importance of individual actions and consequences through a program entitled, *A Promise to Keep, God's Gift of Human Sexuality*. This program is sponsored by the Archdiocese and is facilitated by high school students. Key elements include dealing with negative pressures, consequences of pre-marital sexual relationships, and understanding sexually transmitted diseases. All information is presented within the context of the Catholic faith.

Outreach projects embrace the goal of sharing time, talent, and treasures with others. Students partake in various food and clothing drives, missions to assist the needy, and visits to residents in nursing homes.

Christ the King students pray for and write to troops overseas, as well as, collect Christmas items for homeless children. By participation in service, students show that truly, "Life is Christ."

Christ the King students in grades three, six, and eight participate in the Archdiocesan religious assessment survey entitled, "Faith 2000." Data from this survey is used to modify religious instruction and evaluate the specific needs of each child.

### **Instructional Methods**

Christ the King Catholic School uses a wide variety of strategies to meet various student-learning styles. Administration, faculty, staff, and parents work collaboratively to offer a multitude of opportunities for students to experience success. Integrated instruction between curricular subjects develops students' sense of flow and oneness across the curriculum.

Whenever possible, technology is integrated with other curricular areas. Students use presentation software skills to do reports on various subjects. Internet research projects are added to traditional library research. Students work with the computer teacher to update various segments of the school website.

By using various assessment materials we were able to identify an area for growth in grammar and writing. A unified English teaching process known as the "Shurley Method" was implemented. This process has proven successful and has been expanded and used throughout the school. Because of this approach, all teachers of content areas expect the same high level of performance as an English teacher. Students are truly improving their writing skills across the curriculum.

Kindergarten through fourth grade students are grouped in heterogeneous classrooms. Assessments and data from classroom activities allow teachers to identify individual learning styles and then to create group-learning opportunities for specific skills and concepts. Grouping arrangements within a classroom consist of whole class, small groups, pairs, and individuals. Instructional group composition is varied to best accomplish the goal of each lesson.

Beginning in fifth grade, students are placed in leveled math clusters. Placement is determined with use of a specific mathematical formula, teacher experience, and parental input. Middle school students are ability grouped for Pre-Algebra and Algebra. No other curriculum area is ability-grouped.

Parent volunteers and instructional assistants regularly help individual or small groups of students. Our resource teacher provides supplementary assistance during school hours and at after-school tutoring sessions. Enrichment opportunities such as Student Council, Academic Olympics, school-wide Spelling Bee, Geography Bee and Math Pentathlon offer students extensions beyond the traditional curriculum.

### **Professional Development**

Christ the King Catholic School has embarked on a school improvement process through the *North Central Association on Accreditation and School Improvement* (NCA). This process relies heavily on student achievement scores and goal setting. In the first year of this six-year process, school goals were identified through triangulation of data. Improving writing across the curriculum was recognized as our academic goal. To improve our Catholic identity, we saw a need for increased service to the community and a deeper understanding of prayer. All professional development is aligned with these two NCA goals. Our school wide adoption of the "Shurley English" method of teaching grammar, writing, and more has provided and will continue to provide professional development opportunities for the entire staff.

Professional development funds are used to send teachers to workshops focused on our goals. Whenever possible, a team is sent and they then report back what they learned to the larger groups with recommendations for implementation. We are developing a core of "teacher leaders" who are able to model best practices for other teachers and spread the knowledge.

This emphasis on improving instruction from within the staff has brought success. Teachers are able to motivate and challenge one another. The development of documentation and analysis of assessment data is helping us to measure growth and verify improvement.

Every teacher has clear expectation for growth and opportunities to pursue it. The key, for us, has been developing ownership of the change process from within.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

1. Private school association(s): National Catholic Education Association  
Indiana Non-Public Education Association  
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status?      Yes   X   No

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$ 3,050</u> K	<u>\$ 3,050</u> 1 <sup>st</sup>	<u>\$ 3,050</u> 2 <sup>nd</sup>	<u>\$ 3,050</u> 3 <sup>rd</sup>	<u>\$ 3,050</u> 4 <sup>th</sup>	<u>\$ 3,050</u> 5 <sup>th</sup>
<u>\$ 3,050</u> 6 <sup>th</sup>	<u>\$ 3,050</u> 7 <sup>th</sup>	<u>\$ 3,050</u> 8 <sup>th</sup>	<u>\$</u> 9 <sup>th</sup>	<u>\$</u> 10 <sup>th</sup>	<u>\$</u> 11 <sup>th</sup>
<u>\$</u> 12 <sup>th</sup>	<u>\$ 2,220</u> Other (K ½ Day)				

4. What is the educational cost per student?      \$ 4,561  
 (School budget divided by enrollment)
5. What is the average financial aid per student?      \$ 66
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?        1   %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?        6   %

## Part VII – ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

<b>Grade 3-Language Arts</b> ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 2004      Publisher-CTB McGraw Hill					
Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	September	September	September	September	September
<b>Christ the King Catholic School Scores*</b>					
Students At/Above Standard (Passing)	98%	98%	95%	93%	79%
Students Below Standard (Did Not Pass)	2%	2%	5%	7%	21%
Number of students tested	40	46	41	42	38
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>STATE SCORES (Average)</b>					
Students At/Above Standard (Passing)	76%	75%	73%	67%	65%
Students Below Standard (Did Not Pass)	24%	25%	27%	33%	35%

*\*ISTEP+ scores were not reported in leveled categories until 2002-2003.*

<b>Grade 3-Math</b> ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 2004      Publisher-CTB McGraw Hill					
Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	September	September	September	September	September
<b>Christ the King Catholic School Scores*</b>					
Students At/Above Standard (Passing)	93%	83%	83%	83%	87%
Students Below Standard (Did Not Pass)	7%	17%	17%	17%	13%
Number of students tested	40	46	41	42	38
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>STATE SCORES (Average)</b>					
Students At/Above Standard (Passing)	74%	72%	67%	71%	71%
Students Below Standard (Did Not Pass)	26%	28%	33%	29%	29%

*\*ISTEP+ scores were not reported in leveled categories until 2002-2003.*

## Part VII – ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

<b>Grade 6-Language Arts</b> ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 2004      Publisher-CTB McGraw Hill					
Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	September	September	September	September	September
<b>Christ the King Catholic School Scores*</b>					
Students At/Above Standard (Passing)	100%	90%	92%	90%	79%
Students Below Standard (Did Not Pass)	0%	10%	8%	10%	21%
Number of students tested	32	38	40	30	43
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>STATE SCORES (Average)</b>					
Students At/Above Standard (Passing)	71%	71%	70%	54%	53%
Students Below Standard (Did Not Pass)	29%	29%	30%	46%	47%
<i>*ISTEP+ scores were not reported in leveled categories until 2002-2003.</i>					

<b>Grade 6-Math</b> ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 2004      Publisher-CTB McGraw Hill					
Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	September	September	September	September	September
<b>Christ the King Catholic School Scores*</b>					
Students At/Above Standard (Passing)	97%	82%	94%	87%	86%
Students Below Standard (Did Not Pass)	3%	18%	6%	13%	14%
Number of students tested	32	38	40	30	43
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>STATE SCORES (Average)</b>					
Students At/Above Standard (Passing)	75%	73%	69%	62%	64%
Students Below Standard (Did Not Pass)	25%	27%	31%	38%	36%
<i>*ISTEP+ scores were not reported in leveled categories until 2002-2003.</i>					

## Part VII – ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

<b>Grade 8-Language Arts</b> ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 2004      Publisher-CTB McGraw Hill					
Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	September	September	September	September	September
<b>Christ the King Catholic School Scores*</b>					
Students At/Above Standard (Passing)	98%	100%	93%	88%	92%
Students Below Standard (Did Not Pass)	2%	0%	7%	12%	8%
Number of students tested	44	34	43	34	36
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>STATE SCORES (Average)</b>					
Students At/Above Standard (Passing)	69%	66%	65%	69%	69%
Students Below Standard (Did Not Pass)	31%	34%	35%	31%	31%

*\*ISTEP+ scores were not reported in leveled categories until 2002-2003.*

<b>Grade 8-Math</b> ISTEP+ (Indiana Statewide Testing for Educational Progress) Edition/Publication Year 2004      Publisher-CTB McGraw Hill					
Year	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	September	September	September	September	September
<b>Christ the King Catholic School Scores*</b>					
Students At/Above Standard (Passing)	98%	91%	90%	88%	89%
Students Below Standard (Did Not Pass)	2%	9%	10%	12%	11%
Number of students tested	44	34	43	34	36
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
<b>STATE SCORES (Average)</b>					
Students At/Above Standard (Passing)	72%	72%	68%	67%	65%
Students Below Standard (Did Not Pass)	28%	28%	32%	33%	35%

*\*ISTEP+ scores were not reported in leveled categories until 2002-2003.*