

# 2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal **Mr. Stephen R. Hoffman**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address **52473 State Route 933N**  
(If address is P.O. Box, also include street address.)

**South Bend** **Indiana** **46637-3898**  
City State Zip Code+4 (9 digits total)

County **Saint Joseph County** State School Code Number\* **D230**

Telephone **(574) 272-3922** Fax **(574) 273-6707**

Web site/URL **www.christthekingonline.org** E-mail **shoffman@christthekingonline.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\* **Father Stephen Kempinger**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Diocese of Fort Wayne/South Bend** Phone Number **(260) 422-4611**

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 **Ms.Sally Carlin**  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

## **PART I - ELIGIBILITY CERTIFICATION**

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

All data are the most recent year available.

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

1. Number of schools in the district:     \_\_\_ Elementary  
    \_\_\_ 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.   4   Number of years the principal has been in her/his position at this school.  
       \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	27	32	59
K	34	23	57	8	35	25	60
1	30	26	56	9	0	0	0
2	25	35	60	10	0	0	0
3	29	32	61	11	0	0	0
4	26	31	57	12	0	0	0
5	32	29	61	Other	0	0	0
6	29	27	56				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>527</b>

6. Racial/ethnic composition of the school:
- |   |
|---|
| <u>  0  </u> % American Indian or Alaska Native |
| <u>  4  </u> % Asian or Pacific Islander        |
| <u>  3  </u> % Black or African American        |
| <u>  1  </u> % Hispanic or Latino               |
| <u> 92 </u> % White                             |
| <b>100% 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:   .4   %

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	2
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	0
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	2
<b>(4)</b>	Total number of students in the school as of October 1	527
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.0037
<b>(6)</b>	Amount in row (5) multiplied by 100	.37

8. Limited English Proficient students in the school:   0   %  
  1   Total Number Limited English Proficient  
Number of languages represented:   1    
Specify languages: Korean
9. Students eligible for free/reduced-priced meals:   4   %  
Total number students who qualify:   21

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:  $\frac{5\%}{28}$  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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>10</u>
Support staff	<u>4</u>	<u>2</u>
Total number	<u>31</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 **21:1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96%	97%	97%	96%	97%
Daily teacher attendance	98%	97%	97%	98%	99%
Teacher turnover rate	7%	4%	0%	11%	7%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

---

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

Christ the King is a K-8 Catholic school that is fully accredited by the North Central Association Committee on Accreditation and School Improvements and the state of Indiana. Christ the King School is a member of the National Catholic Educational Association as well as the Indiana Non-Public Education Association. Established in 1950 in order to provide top quality faith-based education to the North Side of South Bend, the school currently enrolls 513 students with a capacity of 530. Over the past few decades, enrollment has rarely dropped below 500.

Christ the King teachers strive to be “educators in the faith” by forming faithful followers of Christ. This strong emphasis on spirituality and high academic standards promotes the education of the mind, heart, and soul of the student, thereby enabling them to become active members of the school, the parish community and the community at large. Our mission statement proclaims that “We ... dedicate ourselves to continuing excellence in Catholic education by fostering spiritual and academic growth for all students in our parish community.” The school and parish continue the work of Christ by participating in numerous volunteer activities. Students donate time and talents to the Christ the King food pantry, local nursing homes, programs for children with disabilities, Heifer Project International, South Bend Center for the Homeless, and many other worthy local organizations.

Currently, 92% of our students are Caucasian/Non-Hispanic and the remaining 8% are African-American, Asian or Hispanic. Fifty-one percent of the students are male and 49% percent are female. Ninety-six percent of Christ the King students are of the Catholic faith.

At Christ the King, kindergarten and first grade have self-contained classrooms. Grades two through five are in self-contained classrooms except for one subject, where students see a specific content area teacher. Grades six through eight are taught in a middle school setting, with specialized content area teachers for language arts, social studies, science, mathematics, religion, and literature. There are full-time specialized teachers for art, technology, music, Spanish, library and physical education. We have a full-time Learning Resource Teacher with an instructional aide who addresses the needs of students with IEP's and 504 plans. Christ the King employs a full-time counselor to assist students with various needs and to oversee the school's Olweus Bullying Program. Instructional aides are present in all K-5 classrooms for the majority of each school day. All 24 full-time and two part-time licensed teachers follow the Indiana Academic Standards curricula as set forth by the state of Indiana and the Diocese of Fort Wayne/South Bend.

The majority of Christ the King students continue their education at local Catholic high schools. Feedback from the high school administrators indicates a high level of achievement by Christ the King students. Recent student surveys confirm that students believe they were well prepared for the high academic standards present at the high school level. According to our most recent data, 94.7% of students who took the I-STEP+ in ninth grade passed both the English and mathematics assessments.

The administration at Christ the King consists of a Principal, Associate Principal, Director of Student Life, Bookkeeper, and Administrative Secretary. To help solidify the administrative team, the school also has team leadership groups. These groups focus on implementing improvements in mathematics, writing and literacy. Christ the King has a committee of three teachers that addresses all requirements for Excellence in Education (AdvancED) (formerly known as the North Central Association).

Christ the King has a pastor who serves as the leader of the school and parish community. The pastor is also a supervisor to the principal. The two associate pastors and one deacon serve as liaisons between the parish and grade school and offer instruction to all grade levels. Christ the King School is aided by a school board made up of parishioners and parents. The board is actively involved in marketing the school, formulating policy and assisting with the school budget. The school board recently completed a five year strategic plan to aid in the improvement of academics and of school facilities.

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

---

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

The Indiana Statewide Testing of Educational Progress (ISTEP+) is currently administered to all students in grades three through eight with no pupil excluded. Prior to 2003 the ISTEP+ was administered only to grades three, six, and eight, 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. Last year, our passing rate exceeded 95%. Ninety-five percent of our third grade students passed the English/Language Arts portion of the ISTEP+, which assesses reading comprehension, grammar, and the writing skills. Ninety-seven percent of our seventh and eighth grade students also passed this portion of the ISTEP+.

Even though our students consistently score high in English/Language Arts, studies by our accreditation committee found that teachers need to place an increased emphasis on writing. To implement this, we began and are continuing to use a systematic writing process (6+1 Writing Traits) that is currently in place for grades kindergarten through eight. Our strong basal reading series, which integrates grammar and writing, produces accomplished readers and writers. The addition of leveled readers ensures the success of individual students. Proof of this successful intervention is noted in our ISTEP+ data.

Christ the King students achieved an overall passing rate of 95% in the mathematics portion of the ISTEP+ in the 2006-2007 academic year. Ninety-three percent of our third grade students passed the mathematics portion of ISTEP+, which measures computation skills, mathematic concepts and applied skill problem solving. Ninety-eight percent of our sixth and eighth grade students also passed the mathematics section of ISTEP+.

Even though our students consistently score high in mathematics, the accreditation committee found that students had difficulty in geometry and problem solving. Teachers are addressing these weaknesses by analyzing ISTEP+ scores for specific problem areas. Curriculum and instructional enhancements have been instituted to address the identified needs of the students.

Assessment data was also obtained for fifth and seventh grade students in science. The fifth grade students scored an average of ninety percent; our seventh grade students, ninety-two percent. These scores are an improvement from the previous academic year.

The two sources of assessment data used by administration, teachers, and the accreditation committee are the fact sheets located on the Indiana Department of Education website ([www.doe.state.in.us](http://www.doe.state.in.us)) and the summary of assessments data that was provided by this department. The test data provided by the State of Indiana indicates superior scores, high achieving students, and an exemplary education.

### **Use of Assessment Results**

Christ the King School strives to enhance every child's learning. Data collected from the results of standardized assessments, Northwest Evaluation Association (NWEA), local assessments, teacher-created tests, and daily student work is reviewed frequently to further the curriculum for our students. Teachers meet monthly in administration led faculty meetings, AdvancED subcommittee meetings and unit meetings (Units are K-2, 3-5 and 6-8). Teachers use this time to monitor student growth and to use data to determine specific areas for continued improvement.

Interventions are in place via our AdvancED school action plans for instructors and instructional aides who work closely with our resource teacher, administration, and AdvancED Committee to create activities to meet the needs of our school-wide goals. Individual teachers provide tutoring sessions, summer enrichment in language arts and math, and after school study opportunities for any students wanting or needing this extra assistance.

Based on the data we have collected via standardized and local assessments, Christ the King has established the two school improvement goals of problem solving and writing. Our collected data helps to determine the need for improvement in writing across the curriculum and in problem solving skills.

## **Communicating Assessment Results**

Information for the results of the statewide ISTEP+ standardized test for Christ the King Catholic School can be found on line at the state website ([www.doe.state.in.us](http://www.doe.state.in.us)). A detailed report of initial results for each child is also provided to the parents. In addition, ISTEP+ results are communicated to the community at large through the school communication folder, the parish bulletin and the local newspapers. A report including analysis and recommendations is presented to the faculty, the school board, and the AdvancED Committee by school administration.

Communicating our students' progress to parents is vital to a successful education. Primary and Intermediate students take home completed assignments and tests weekly to share with parents. Students keep assignment notebooks in second through eighth grade as a means of daily communication between the school and parents. Progress reports are sent home monthly for grades five through eight.

Power School, a school management system, creates report cards which include personal teacher comments and are distributed every twelve weeks. Parent-teacher conferences are scheduled and held at the conclusion of the first and second trimesters. Communication lines are always open between the parents and school. Both can request additional conferences, if needed, anytime throughout the school year.

## **Sharing Success**

Our school community is filled with skillful, proficient teachers, a committed staff, caring parents, enthusiastic students, and supportive parishioners. Christ the King School is open to visitors who wish to come and observe the school, our dedicated staff, and the stimulating learning that takes place on a daily basis.

We are currently part of the school system of the Diocese of Fort Wayne/South Bend, a member of the Indiana Non-Public Education Association, the National Catholic Educational Association, the Indiana Association of School Principals and AdvancED. Being active members of these professional groups allows Christ the King administrators and teachers the opportunity to share our successes with other professionals. In addition, the diocese gives teachers and administrators these opportunities through the Institute of Catechetical Formation Day and Curriculum Day.

Members of our faculty serve on multiple committees in different areas and present at staff meetings and local conferences. Our teachers take part in curriculum development in many different ways, from textbook selection to professional development. Christ the King School welcomes students from the surrounding local colleges (Notre Dame, Saint Mary's, Bethel, Holy Cross, and Indiana University-South Bend) to observe our experienced staff, to fulfill field experiences, and to complete student teaching assignments.

Successes are shared on the school website, newsletters, local newspapers, and the parish bulletins on a regular basis. We continually dedicate ourselves to excellence in Catholic education by fostering spiritual and academic growth for all students in our parish community.

# **PART V – CURRICULUM AND INSTRUCTION**

---

## **Curriculum**

The Christ the King curriculum fosters spiritual and academic growth for all students. We strive to integrate our students' spiritual, intellectual, emotional and moral lives in our classrooms. Our core curriculum is based on the prescribed academic standards of the State of Indiana and the Diocese of Fort Wayne-South Bend. Recognizing that each child is created as a unique mosaic of talent and potential capable of reaching challenging goals, Christ the King School uses differentiated instruction to educate our students. In addition to a traditional classroom setting, our students are challenged with a variety of school and community opportunities including competitions, speakers, and educational trips.

**Religion:** The religion curriculum provides a working knowledge of the Catholic Church's teachings and traditions. "To make God known, loved, and served" is the focus of our instruction, and is supported by

daily prayer, community worship, and service to others, especially those in need.

**Spanish:** The richness of the Spanish language is taught in third through eighth grade. State standards are used in the development of verbal and written skills. Children experience interpersonal and interpretive communication by incorporating various progressive methods. Students are challenged to have respect and demonstrate compassion for the diverse cultures of the world. The foreign language curriculum at Christ the King School satisfies the requirements of the NCLB-BRS program for grades seven and higher.

**Social Studies:** Our social studies curriculum focuses on the study of US and world history, foundations and functions of local and national government, geography, and economics is the focus of our social studies curriculum. This enriched program of study builds students' knowledge base and prepares them to become responsible, active citizens.

**Language Arts:** Reading, writing, grammar, spelling, and vocabulary are included in the Language Arts Program in grades K- 8. There is a strong emphasis on the expectation that all students incorporate the "6 + 1 Traits of Good Writing" across the curriculum. A literature-based reading series and trade books are used throughout all grade levels. The "Accelerated Reading Program" enhances reading skills in grades 4 - 8. The highly challenging Language Arts Program develops students who become passionate readers and highly proficient writers.

**Physical Education:** All students in grades K-8 take part in a rigorous Physical Education class. The program's emphasis is to teach students to be active throughout their lifetime by focusing on knowledge, coordination, game skills, sportsmanship, and fitness activities. A specialized program, "The Destination Run", keeps students challenged. An after-school intramural program is available for all students in grades 4-8.

**Technology:** Computer skills are taught to all students in grades K-8. Students learn various skills such as keyboarding, word processing, Internet usage, presentation tools, spreadsheets, concept mapping, and online research methods. Seventh and eighth grade students also utilize multimedia for advanced video production. State-of-the-art technology is available to all grade levels in our computer lab, as well as in the classrooms.

**Math:** All levels of our math curriculum stress computation as a means to problem solving. With the Indiana State Standards and the diocesan curriculum as guidelines, we celebrate different learning styles with both concrete manipulatives as well as abstract number theory. These offer a solid base for academically challenged and academically gifted students. Our rigorous math program provides students with the needed skills to complete Algebra I by the end of their eighth grade year.

**Science:** Students are exposed to a stimulating Science curriculum that emphasizes earth, physical, and life sciences. The scientific process is followed in classroom work and labs. The middle school regularly uses a state-of-the-art laboratory that gives students a real opportunity to make authentic scientific observations with hands-on activities. This lab is available to enrich the curriculum for all students in grades K-8.

**Art:** The art program, using a disciplined-based approach, encourages students to become creative problem-solvers. A wide range of media, techniques and processes are introduced to develop the students' artistic talents and to promote a vivid awareness of the world around them. An appreciation of art, especially its historical and cultural importance, is stressed.

**Music:** Music sets the stage for all students to have the opportunity to display musical and theatrical skills. Throughout the year, students create and compose music and are given opportunities to listen and react to musical styles, historical periods, and cultural contexts. Middle school students can participate in a musical production, where they develop acting, singing, and dancing skills. Christ the King also offers general band as an option for students in grades 4-8. In addition, students in grades K-8 are given the opportunity to become members of the school and church choir.

### **(Elementary School) Reading**

The reading curriculum at Christ the King Catholic School highly integrates reading, writing, and literary interpretation to encourage the literacy growth of each student. The primary unit uses the Four Block Method of Instruction. This is a multi-method, multilevel framework of guided reading, self-

selected reading, and writing. The Four Block Method represents four different approaches to teaching children to read. Christ the King recognizes that students come to us with varying levels of emerging literacy and it is our job as educators to meet the diverse needs of all learners. This particular approach to reading has proven to be very successful for our primary students. In the intermediate grades, spelling, phonics, and reading are skillfully integrated. The week's spelling words generally follow a specific spelling pattern, and the "challenge words" are vocabulary drawn from the basal selections. The middle school uses a reading series that incorporates literature, grammar, vocabulary, and writing skills.

A strong basal series serves as the foundation for our reading curriculum. However, this series is highly supplemented across the grade levels. Teachers include novels, picture books, drama, and poetry as part of our curriculum. Students are directly taught how to make reading a personal art. Primary reading instruction is based on choice, ease, and one-on-one conferencing to nurture young readers. At all levels, we stress high-level responses to literature as well as differentiated assessment so that each student may respond to what he or she has read. Students engage with text through literature circles, journals, dramatic presentations, and creative writing. Students read books for pleasure outside the classroom, as we strive to make reading not just a part of their school day, but of their life.

The 6+1 Traits program serves as the framework for writer's workshop. The program is used throughout the school, which has enabled the entire student body as well as the staff and parents to have a common language when speaking about the writer's craft. Foci for writer's workshop derive from content area studies, literature studies, and the writer's own choice. Teachers have seen an overall improvement in student writing each year. Students are proficient in writing across the curriculum.

Presently, a committee has been formed, due to the great interest shown within our staff, to research best practice in the area of literacy. The administration has invested considerable funding for purchasing trade books for professional development. As a school community, we are constantly seeking new avenues toward making our great school an exemplary place to grow and become a lifelong learner.

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

Religion classes are the bedrock of a Catholic school and play an essential role in enabling our young people at Christ the King to grow both spiritually and intellectually. The truths of our Catholic faith are taught throughout the curriculum. Religion is taught at each grade level as a core class with exacting academic standards. Each year a school wide theme is selected to help strengthen our Catholic identity among teachers, administrators, students and parishioners. This year our theme is "Make God, Known, Loved, and Served". This theme sets the tone and serves as the basis for all our teachers to encourage our students in their journey of faith.

Formalized religion classes include role-playing, Scripture reading and spiritual reflection. Primary students receive instruction in a program called Catechesis of the Good Shepherd, a hands-on approach to faith instruction. Sacramental preparation for First Reconciliation, Eucharist, and Confirmation takes place on a yearly basis. The ACRE assessment is administered yearly to fifth and eighth graders to help identify strengths and areas of improvement needed in religious instruction.

Students are given time to develop a personal relationship with God beyond the classroom. Opportunities include bi-monthly all school Masses, weekly Mass for each grade, monthly Eucharistic Adoration, Stations of the Cross, Marian devotions and the Sacrament of Reconciliation. Across the curriculum, teachers promote the ideas of social justice and morality.

School wide Advent and Lenten projects afford students the opportunity to assist those in need. Christ the King Middle School students are challenged to serve and develop relationships with those in need in the broader community, letting the students put faith into action. Christian relationships are developed between grade levels through buddy programs. Students can also embrace Church ministries by participating in choir, reading at liturgies, and altar serving.

### **Instructional Methods**

Christ the King Catholic School is dedicated to educating the whole child. To support this mission, administrators, faculty, staff, and parents work together to offer students many learning

opportunities. We are passionate about meeting the needs of every child.

As often as possible within and across the curriculum, we integrate technology into our lessons. Throughout their years at Christ the King, our students acquire many skills and learn how to effectively use a variety of media. All of our students work on the Type to Learn program to make them proficient in keyboarding. Additionally, our Technology teacher instructs students in the use of the Internet, Kid Pix, Inspiration, spreadsheets, iMovies, and word. Power Point presentations are incorporated in daily instruction. Teachers also make use of interactive software in their classrooms to enhance critical thinking skills.

Using various assessment data, a need for improvement in our students' writing was recognized. Teachers have implemented the 6+1 Traits Writing program at all grade levels. Students are required to use their writing skills in all core classes. Parents, students and teachers have been introduced to and use the language associated with this program. Our students' immersion in the Traits has helped them become more successful writers.

Christ the King faculty, staff, and administrators are dedicated to using various learning strategies designed to activate multiple intelligences. Kindergartners and first graders are engaged in kinesthetic, auditory, and visual centers as part of a holistic program designed to meet individual learners' needs. Intermediate students express themselves by incorporating drama and art into their writing. They also benefit from a hands-on, inquiry based science program. Middle school students are actively involved in Readers' Theatre, case studies, persuasive writing, demonstrations and debates as part of their learning. At Christ the King, students are given a variety of choice in media and presentation to construct projects that enhance their learning.

Our students are given many enrichment activities beyond the classroom. Students participate in sports, intramurals, Lego Robotics, Geography Bee, Student Government, young authors, yearbook, and Spelling Bee. They can perform in the Christmas program, spring musical, band concerts, sing in the school/parish choir, and become altar servers or lectors at mass. Christ the King cultivates empathy and citizenship in our students through community service.

### **Professional Development**

At present, Christ the King Catholic School enjoys full accreditation with the State of Indiana and the Advancing Excellence in Education (AdvancED) formerly known as North Central Association on Accreditation and School Improvement (NCA). Parent surveys, standardized test scores, local assessments, and teacher observation indicated a need for a school improvement goal that deals with increasing and improving writing skills. To that end, Christ the King adopted the 6+1 Traits method of teaching writing. It was also recognized that a focus on problem solving was necessary. To meet this goal, the daily use of the ADD math program has been instituted. Teachers meet regularly to discuss problem solving and writing skills.

Professional goals and assessment results have determined our professional development activities. Every teacher has been trained in the 6+1 Traits process. New teachers are also required to complete this training. ADD math books have been purchased for daily use in the classroom. In addition, teachers have studied differentiated instruction, literacy and best practices.

The goal at Christ the King School is to provide professional development to the entire staff. Professional development funds come from federal, state, and local sources. These funds are used to send staff members to workshops, hire speakers, and purchase professional development books that focus on school goals. After a teacher returns from a workshop, they are required to present the relevant information to the rest of the staff. Professional development books are purchased for teacher reading groups. Teachers in this group meet to discuss the book and determine how what has been learned can benefit the students. Faculty members have monthly unit meetings where each unit meets to discuss instructional methods and best practices.

### 3. PART VI - PRIVATE SCHOOL ADDENDUM

---

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

1. Private school association(s): National Catholic Education Association (NCEA)  
Indiana Non-Public Education Association (INPEA)  
AdvancED - North Central Association (NCA)

(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 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u><b>3,000</b></u>	\$ <u><b>3,000</b></u>	\$ <u><b>3,000</b></u>	\$ <u><b>3,000</b></u>	\$ <u><b>3,000</b></u>	\$ <u><b>3,000</b></u>
K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
\$ <u><b>3,000</b></u>	\$ <u><b>3,000</b></u>	\$ <u><b>3,000</b></u>	\$ _____	\$ _____	\$ _____
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
\$ _____	\$ <u><b>2,000</b></u>	Other (1/2 Kindergarten)			
12 <sup>th</sup>					

4. What is the educational cost per student? **\$ 4,475.00**  
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 77

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? \_\_\_\_\_ 2 %

7. What **percentage of the student body receives** scholarship assistance, including tuition reduction? \_\_\_\_\_ 9 %

## **PART VII - ASSESSMENT RESULTS**

### **STATE CRITERION-REFERENCED TESTS**

#### **Grade 3-Language Arts**

ISTEP+ (Indiana Statewide Testing for Educational Progress)

Edition/Publication Year 2004 Publisher-CTB McGraw Hill

	2006- 2007	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing month	September	September	September	September	September
<b>Christ the King School Scores</b>					
% "Meeting" Plus "Exceeding" State Standards	95	92	90	92	90
% "Exceeding" State Standards pass plus	23	33	30	22	30
Number of students tested	57	54	60	60	58
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

#### **Grade 3-Mathematics**

ISTEP+ (Indiana Statewide Testing for Educational Progress)

Edition/Publication Year 2004 Publisher-CTB McGraw Hill

	2006- 2007	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing month	September	September	September	September	September
<b>Christ the King School Scores</b>					
% "Meeting" Plus "Exceeding" State Standards	93	94	95	88	92
% "Exceeding" State Standards pass plus	32	31	15	18	21
Number of students tested	57	54	60	60	58
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

**Grade 4-Language Arts**  
 ISTEP+ (Indiana Statewide Testing for Educational Progress)  
 Edition/Publication Year 2004 Publisher-CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	September	September	September	September	September
<b>Christ the King School Scores</b>					
% "Meeting" Plus "Exceeding" State Standards	93	93	91	97	N/A
% "Exceeding" State Standards pass plus	14	15	22	23	N/A
Number of students tested	57	60	54	57	N/A
Percent of total students tested	100	100	100	100	N/A
Number of students alternatively assessed	0	0	0	0	N/A
Percent of students alternatively assessed	0	0	0	0	N/A
<i>*ISTEP+ scores were not reported in 2002-2003 for the 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grade students.</i>					

**Grade 4-Mathematics**  
 ISTEP+ (Indiana Statewide Testing for Educational Progress)  
 Edition/Publication Year 2004 Publisher-CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	September	September	September	September	September
<b>Christ the King School Scores</b>					
% "Meeting" Plus "Exceeding" State Standards	91	95	97	93	N/A
% "Exceeding" State Standards pass plus	26	22	28	33	N/A
Number of students tested	57	60	54	57	N/A
Percent of total students tested	100	100	100	100	N/A
Number of students alternatively assessed	0	0	0	0	N/A
Percent of students alternatively assessed	0	0	0	0	N/A
<i>*ISTEP+ scores were not reported in 2002-2003 for the 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grade students.</i>					

**Grade 5-Language Arts**  
 ISTEP+ (Indiana Statewide Testing for Educational Progress)  
 Edition/Publication Year 2004 Publisher-CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	September	September	September	September	September
<b>Christ the King School Scores</b>					
% "Meeting" Plus "Exceeding" State Standards	91	90	99	97	N/A
% "Exceeding" State Standards pass plus	16	23	16	10	N/A
Number of students tested	61	52	60	60	N/A
Percent of total students tested	100	100	100	100	N/A
Number of students alternatively assessed	0	0	0	0	N/A
Percent of students alternatively assessed	0	0	0	0	N/A
<i>*ISTEP+ scores were not reported in 2002-2003 for the 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grade students.</i>					

**Grade 5-Mathematics**  
 ISTEP+ (Indiana Statewide Testing for Educational Progress)  
 Edition/Publication Year 2004 Publisher-CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	September	September	September	September	September
<b>Christ the King School Scores</b>					
% "Meeting" Plus "Exceeding" State Standards	94	94	96	97	N/A
% "Exceeding" State Standards pass plus	30	31	22	27	N/A
Number of students tested	61	52	60	60	N/A
Percent of total students tested	100	100	100	100	N/A
Number of students alternatively assessed	0	0	0	0	N/A
Percent of students alternatively assessed	0	0	0	0	N/A
<i>*ISTEP+ scores were not reported in 2002-2003 for the 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grade students.</i>					

**Grade 6-Language Arts**  
 ISTEP+ (Indiana Statewide Testing for Educational Progress)  
 Edition/Publication Year 2004 Publisher-CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	September	September	September	September	September
<b>Christ the King School Scores</b>					
% "Meeting" Plus "Exceeding" State Standards	91	98	92	98	88
% "Exceeding" State Standards pass plus	7	8	12	20	5
Number of students tested	57	61	59	54	59
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

**Grade 6-Mathematics**  
 ISTEP+ (Indiana Statewide Testing for Educational Progress)  
 Edition/Publication Year 2004 Publisher-CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	September	September	September	September	September
<b>Christ the King School Scores</b>					
% "Meeting" Plus "Exceeding" State Standards	98	94	93	98	85
% "Exceeding" State Standards pass plus	33	38	27	15	7
Number of students tested	57	61	59	54	59
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

**Grade 7-Language Arts**  
 ISTEP+ (Indiana Statewide Testing for Educational Progress)  
 Edition/Publication Year 2004 Publisher-CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	September	September	September	September	September
<b>Christ the King School Scores</b>					
% "Meeting" Plus "Exceeding" State Standards	97	91	98	94	N/A
% "Exceeding" State Standards pass plus	9	23	27	24	N/A
Number of students tested	57	56	52	54	N/A
Percent of total students tested	100	100	100	100	N/A
Number of students alternatively assessed	0	0	0	0	N/A
Percent of students alternatively assessed	0	0	0	0	N/A
<i>*ISTEP+ scores were not reported in 2002-2003 for the 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grade students.</i>					

**Grade 7-Mathematics**  
 ISTEP+ (Indiana Statewide Testing for Educational Progress)  
 Edition/Publication Year 2004 Publisher-CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	September	September	September	September	September
<b>Christ the King School Scores</b>					
% "Meeting" Plus "Exceeding" State Standards	96	99	96	93	N/A
% "Exceeding" State Standards pass plus	33	38	58	13	N/A
Number of students tested	57	56	52	54	N/A
Percent of total students tested	100	100	100	100	N/A
Number of students alternatively assessed	0	0	0	0	N/A
Percent of students alternatively assessed	0	0	0	0	N/A
<i>*ISTEP+ scores were not reported in 2002-2003 for the 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grade students.</i>					

**Grade 8-Language Arts**  
 ISTEP+ (Indiana Statewide Testing for Educational Progress)  
 Edition/Publication Year 2004 Publisher-CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	September	September	September	September	September
<b>Christ the King School Scores</b>					
% "Meeting" Plus "Exceeding" State Standards	97	96	91	96	93
% "Exceeding" State Standards pass plus	25	41	26	19	24
Number of students tested	60	51	54	48	55
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

**Grade 8-Mathematics**  
 ISTEP+ (Indiana Statewide Testing for Educational Progress)  
 Edition/Publication Year 2004 Publisher-CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	September	September	September	September	September
<b>Christ the King School Scores</b>					
% "Meeting" Plus "Exceeding" State Standards	98	96	93	94	93
% "Exceeding" State Standards pass plus	40	51	41	13	4
Number of students tested	60	51	54	48	55
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

### Grade 5-Science

ISTEP+ (Indiana Statewide Testing for Educational Progress)  
Edition/Publication Year 2004 Publisher-CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	September	September	September	September	September
<b>Christ the King School Scores</b>					
% “Meeting” Plus “Exceeding” State Standards	90	88	94	92	N/A
% “Exceeding” State Standards pass plus	16	23	14	17	N/A
Number of students tested	61	52	60	30	N/A
Percent of total students tested	100	100	100	100	N/A
Number of students alternatively assessed	0	0	0	0	N/A
Percent of students alternatively assessed	0	0	0	0	N/A
<i>*ISTEP+ scores for Science were not reported in 2002-2003 for the 5<sup>th</sup> and 7<sup>th</sup> grade students.</i>					

### Grade 7 -Science

ISTEP+ (Indiana Statewide Testing for Educational Progress)  
Edition/Publication Year 2004 Publisher-CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	September	September	September	September	September
<b>Christ the King School Scores</b>					
% “Meeting” Plus “Exceeding” State Standards	92	85	91	97	N/A
% “Exceeding” State Standards pass plus	11	14	15	27	N/A
Number of students tested	57	56	52	54	N/A
Percent of total students tested	100	100	100	100	N/A
Number of students alternatively assessed	0	0	0	0	N/A
Percent of students alternatively assessed	0	0	0	0	N/A
<i>*ISTEP+ scores for Science were not reported in 2002-2003 for the 5<sup>th</sup> and 7<sup>th</sup> grade students.</i>					

- N/A – No Data
- ISTEP+ did not assess the 4<sup>th</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grade students during the 2002-2003 school year.
- Christ the King School subgroup numbers were less than 10%.