

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Sister LaVerne King RSM

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Christ the Teacher Catholic School

(As it should appear in the official records)

School Mailing Address 2451 Frazer Road

(If address is P.O. Box, also include street address.)

City Newark State DE Zip Code+4 (9 digits total) 19702-3817

County New Castle

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

Web site/URL http://www.cttcs.org E-mail slking@christtheteacher.org

Twitter Handle https://twitter.com/CTTCSDE Facebook Page http://Facebook.com/CTTCSDE Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Louis DeAngelo E-mail ldeangelo@cdow.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Msgr. John Hopkins (Lead Pastor)
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public 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 (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	26	24	50
K	26	27	53
1	26	39	65
2	27	29	56
3	29	36	65
4	28	39	67
5	23	36	59
6	31	32	63
7	27	39	66
8	27	37	64
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	270	338	608

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 9 % Asian
 - 7 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 77 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 2%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2014	606
(5) Total transferred students in row (3) divided by total students in row (4)	0.020
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 1%
9 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Italian, and Chinese

7. Students eligible for free/reduced-priced meals: 7%
Total number students who qualify: 44

8. Students receiving special education services: $\frac{1}{5}$ %
 $\frac{1}{5}$ 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>2</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>44</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>23</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>11</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>6</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 15
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 32:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	96%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2010

15. In a couple of sentences, provide the school's mission or vision statement.

CTTCS nurtures the academic, spiritual, moral, social, and physical development of students by embracing their individual gifts and talents through worship, education, service, and stewardship.

PART III – SUMMARY

Christ the Teacher Catholic School (CTTCS), an elementary school in the Diocese of Wilmington, opened in September 2002 and has continued to grow and develop its identity, academics, programs, and enrollment since then. CTTCS is Middle States accredited, a 2010 recipient of the National Blue Ribbon School award, a 2014 Today's Catholic Teacher: Innovations in Catholic Education award winner, and a 2015 Anti-Defamation League "No Place for Hate" designee.

The school's campus was designed to provide maximum flexibility for multiple uses by the school population, the parishes, and the local community. Built on 35 acres of land, the 68,000 square foot school building has cluster-design academic wings (K-2, 3-5, and 6-8), effectively creating three academies within one school. To meet the demands of increased enrollment (398 students in 2002; 608 students in 2015), a growing athletics program, and a need for full-day pre-school, the school plans to begin construction in 2016 on an addition. The new building will have space for full-day 3-year-old and 4-year-old pre-school classes, restrooms, and a full, regulation-size gymnasium, allowing CTTCS to host varsity volleyball and basketball games. The school and its students are not confined by the walls of the building though, as an outdoor classroom built within the wetlands on the property is often used by classes. Several Eagle Scout projects have been completed on the grounds with the scouts learning organizational and leadership skills while beautifying the campus. One such project involved the construction of an Angel Trail that has reflection stations with prayers and quotes which leads to a memorial rock that has plaques engraved with the names of all members of the CTTCS community (faculty, students, and parents) who have passed away since the school began. Recently, a meditation gazebo has been constructed as another prayerful place on the campus for the community to gather. The campus is also home to St. Margaret of Scotland Parish, one of the four parishes served by this diocesan regional school.

The religious, academic and extra-curricular programs reflect the care and quality that has historically been associated with Catholic education. Well-qualified teachers assist parents, the primary educators of children, in religious and academic teaching of children. Students are offered opportunities to participate in sports, clubs, competitions, instrumental music, guitar and piano lessons, band, choir, and musicals. All students participate in Spanish classes and in 2015 Chinese was added as an elective. Advanced classes in language arts and math enable students to take challenging high school courses.

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

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

The best education is one that embraces the whole child. Programs are focused on developing students as members of the Christian community, both socially and academically. Students leave school well prepared for life experiences, motivated for success and firmly anchored in Christian traditions and values.

The 2010 recognition as a National Blue Ribbon School has brought about positive change in the school community. Students and faculty acknowledge that the bar has been raised and the school must present itself in a way that proves it is worthy of the national recognition. Interest in the school and the number of prospective students touring the school increased after local news coverage of the school's success. Based on the school's status, a national testing company inquired about having CTTCS take practice exams to help determine the validity of potential test questions. The funding from the practice testing has enabled the school to develop local and international mission projects, one of which led to the school winning the Today's Catholic Teacher: Innovations in Catholic Education award in 2014. The development of a Diversity Club is another example of the school's dedication to recognizing the best in one another and

celebrating each person's uniqueness.

At CTTCS, students are called to recognize their responsibilities to the community. Every effort is made to encourage students to be merciful toward the less fortunate of our world, and to respond unselfishly with their time, energy, intellect and resources. Service-learning opportunities are a part of the school tradition, and can be seen through various class and school projects. Along with service to one another, the school community is working to care for our environment through various initiatives. Students are encouraged to carry with them the charism of service through individual and/or community endeavors long beyond their time at CTTCS.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

CTTCS, a Catholic school, includes Religion in its core curriculum areas. CTTCS strives to foster an appreciation of Catholic faith traditions and to provide opportunities to participate actively in their expression. Each day begins in prayer together, students participate in Religion classes, and lessons of the faith are interwoven into all other curriculum areas.

Integrated Language Arts consists of reading, writing, spelling, grammar, and vocabulary. Instruction is provided in numerous ways including teacher presentations, cooperative group work, digital creations and editing, creative writing activities, presentations, and online activities. Additional activities, such as a Speech Club, publishing opportunities, and participation in numerous writing competitions augment the curriculum, build pride and develop self-esteem. In addition to the library, the school has invested in a digital library system called Zing. Students use Zing on any device with an internet connection to access thousands of titles, and can annotate, write reviews, and complete related assignments. Zing and the online components of the language arts textbook series are interactive ways for the students to practice skills and develop a love of reading.

The language arts/reading curriculum is based on diocesan and Common Core standards. The faculty carefully chose texts that have multi-tier reading components, offering quality selections that will keep the interest of readers at all ability levels. Each grade has reading groups that are based on current achievement, ensuring that each student is being taught on a level that will meet his/her needs and challenge him/her to continuously improve. If teachers or parents feel that additional services are necessary, CTTCS coordinates with the local public school district to access testing and evaluative services. Students with special needs receive speech therapy and/or Title I reading services on-site. Lessons are coordinated with classroom teachers ensuring a wrap-around approach that will best serve the students.

The mathematics program develops a solid understanding of the basics while increasing critical thinking and problem solving skills. The math curriculum is also based on diocesan and Common Core standards. Starting in third grade, the students are in leveled math classes with accelerated students taking advanced courses. Some students complete a high school Algebra course while in eighth grade. In 2015, the Algebra students began using one-to-one technology for the course. Chromebooks are used in class as the textbook is available only in digital format. The entire sixth grade began a one-to-one Chromebook program in 2015 as well, allowing for the integration of technology into all subject areas, including math, on a daily basis.

The school's hands-on approach to science has made the subject a favorite for many students. In recent years, a separate science lab for grades K-2 was added, allowing for additional true "lab" experiences for all students. Learning about the world around us helps students realize that they are truly stewards of the earth. The realization of interconnectedness of all life reinforces the belief that actions can affect change. This year's theme, "Merciful Like the Father," lends itself to a natural integration with the science curriculum. In addition to new technology and digital components being added to the science program, the school continues to make use of an outdoor classroom that is located on the school's campus. The outdoor classroom was built among the wetlands habitat that was developed in partnership with the Delaware Department of Natural and Environmental Resources.

The Social Studies classes link current events with history. Social Studies is also a content area where many service projects and Religion are linked together through cross-curricular events. In addition to using CNN News for current events, students in the upper grades partner with younger students to carry out activities that bring the social studies lessons to life. Often the joint ventures are related to a service project that will benefit students in another part of the world. For example, for several years CTTCS has been learning about and raising funds to improve the quality of life at a school in San Marcos, Guatemala. The principal, five teachers, and a graduate of the school have all been able to travel to San Marcos to see the improvements that have been made as a result of the efforts of CTTCS and to share their experiences with our students. Through lessons about the people, landforms, culture, and political system of Guatemala and other

countries, CTTCS students develop a greater appreciation for democracy and all of the rights and privileges that come with being a citizen of the United States.

CTTCS has part-time preschool programs for three and four-year-olds. The three-year-old program is run on Tuesdays and Thursdays, with separate morning and afternoon classes. The four-year-old program is also half day, but meets on Mondays, Wednesdays, and Fridays. When the planned expansion to the school is complete, full-day classes will be offered. Religious, social, emotional, and academic learning occur each day. The three-year-old program focuses on social development and the building blocks for reading and math including letter and sound recognition and counting. The four-year-old program continues the academic focus with phonics, writing, and number sense. Technology is integrated with the use of iPads and a SmartTable. Preschoolers also participate in physical education, art, music, and Spanish classes.

2. Other Curriculum Areas:

CTTCS aims to educate the whole child and thus the school's curriculum reaches far beyond the core subject areas. The arts program at CTTCS grows each year. The students in kindergarten through grade five have art classes weekly, completing projects that range from sketching to sculpting. The sixth through eighth grade students have art lessons that are integrated into other subject areas. The art and subject area teachers coordinate efforts so that art projects are part of bigger science, social studies or language arts assignments. Students often submit entries to various artistic contests and many participate in an afterschool Art Club. The performing arts program at CTTCS is extremely strong. All students have weekly music classes in which they learn the about music theory, composition, instruments, and performance. Over 65 students participate in the school choir, singing at school functions, local performances, and regional competitions. Instrumental and piano lessons are a weekly activity for many students, with some also participating in the school band. The spring musical is a highlight of the year, with students in grades five through eight being star performers and stage crew.

Physical education at CTTCS goes beyond the students' weekly gym classes. The physical education teacher incorporates healthy living and nutrition components into lessons, teaching about eating well, wearing bike helmets and seatbelts, and staying active. The school nurse also teaches lessons on topics including hand washing, illnesses, and family life. As a follow-up to a 2014 "Circus of the Kids" program in which all students learned to juggle, the spring of 2016 will be an unforgettable time. The Circus of the Kids full program will be held at CTTCS. All students will receive instruction on various circus acts including tumbling, silk ropes, and trick bicycling. Approximately 100 students will participate in afterschool lessons for two weeks in which they will train to be in an act of the circus, going beyond what they ever thought they would be able to accomplish. The program will culminate with full circus performances that are open to the public. The athletics/sports program has grown significantly as well, with more than 280 students playing at least one sport on the school's teams. Part of the school's expansion will include the building of a new gymnasium, large enough to have regulation size volleyball and basketball courts so that the school may host varsity games and tournaments.

Recognizing that we live in a global society has reinforced the desire to have all students learn a foreign language. CTTCS is in compliance with the Blue Ribbon Program's foreign language requirement. The kindergarten through fifth grade students have Spanish class once a week. The sixth graders have Spanish classes twice per week, and the seventh and eighth graders meet three times each week. In 2015 a new Spanish program was introduced that has online components so the students can record their speaking and get feedback about it right away. There is also an advanced online component available to the students who are already bilingual, to enhance their reading and writing in Spanish. CTTCS developed a Chinese language course that was added as an elective in 2015.

Technology is in abundance at CTTCS. The curriculum provides access to a multimedia learning environment whereby students will be equipped for educational and leadership roles in the future. Grades kindergarten through five have weekly computer class, in addition to using the computer lab and laptop cart for various projects. The sixth graders began a one-to-one Chromebook program in 2015 and thus technology is woven into all subject areas daily. The one-to-one initiative will continue with each new sixth grade class receiving devices. Grades seven and eight use the computer lab and Chromebook carts for

research and digital projects. Each classroom is equipped with an interactive projector and several computers, and the classes also utilize a classroom response/clicker system. Even the preschool is involved with technology, using a SMART Table and iPads.

The emotional well-being of our students is critical, thus CTTCS has a full-time guidance counselor who meets with students individually, in small groups, and whole classes. The implementation of a curriculum that focuses on acceptance, friendship, kindness, personal responsibility, and service led CTTCS being the first elementary school in Delaware to be named a “No Place for Hate” school by the Anti-Defamation League.

3. Instructional Methods and Interventions:

Christ the Teacher School recognizes that each child has special gifts and needs. Academic programs respond by challenging students to achieve their full potential. A rich and varied academic atmosphere is provided by fully-qualified faculty. The curricula follow diocesan guidelines and the Common Core State Standards, and are designed to stimulate the intellect and curiosity of every learner. Technology is integrated into all areas of study, and service education is incorporated at all grade levels.

A variety of instructional methods are employed including large and small group instruction, cross-curricular units, multi-age experiences, the use of manipulative objects, and cooperative learning opportunities. The uniqueness of each student is nurtured by using differentiated strategies in response to various learning styles.

The goal of the study of Language Arts is the development of the five basic communications skills: listening, speaking, reading, writing and thinking. Using a balance of fictional and informational texts, and the melding of vocabulary, phonics, spelling, reading, and writing into cohesive units offers the students a wrap-around approach to language arts. The integration also develops the relationships between language, learning, and thought.

Students are taught to value Mathematics and become competent and confident in reasoning, making connections, and communicating in order to be better problem solvers. They are encouraged to solve problems in unconventional ways and to work cooperatively as well as independently. Teachers begin with concrete explorations and lead students to an understanding of symbolic representations.

In kindergarten through grade two, teaching assistants are in the classrooms. Three resource teachers provide math and language arts enrichment or support for students in grades three through eight. Additional instructional services are available through the Title I program and speech therapy is offered at the school with limited IDEA funding. A full-time guidance counselor is available to all students.

In 2014 the school began distance learning with a student who continues to be homebound due to medical difficulties. A large monitor on wheels is moved between classrooms so that the homebound student who is connected via a computer can be an active participant in the classes. This method was developed in response to the student’s desire to continue her education at CTTCS, where she could remain a part of the same school as her siblings and friends, while considering her intense medical needs.

CTTCS has also begun to educate international students. Host families recognize the school’s strong academic programs that can help the students learn English while in a safe, nurturing school community that will embrace and encourage cultural diversity.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

CTTCS teachers use a variety of methods to assess student learning and comprehension. Yearly standardized tests, such as TerraNova, provide valuable information about how students are performing in relation to others across the nation and general trends in performance. However, we rely more on regular

classroom formative assessments that provide more immediate feedback and can help direct the way in which lessons can proceed. Teachers create quizzes and assignments, but also use pre-designed assessments that are part of the textbook series. Projects, writing assignments, presentations, and discussions are also methods of determining where the students are in their learning and whether the teachers have presented all that they intended to get across. Technology is also used for some assessments, with responder systems and online assessments being able to provide data quickly. Students are also encouraged to self-assess, determining in which areas of they need additional assistance. The results of the TerraNova standardized testing are shared in written format with the families, and the school's overall scores are compared with diocesan and national averages on the CTTCS website. The faculty uses standardized test data, along with observations, yearly grades, calculations of students' academic growth, and conversations with families to determine class placements for each year, although adjustments can be made throughout the school year as needed. The assessment results are also used to help determine if curriculum series need to be changed or supplemented.

Communication with the students and their families about learning and assessments is ongoing and conducted in numerous ways. CTTCS utilizes PowerSchool which has an online portal in which families can log-on daily to see their students' current grades on all assignments and assessments. Students use planners to keep track of assignments and many teachers require that the planners be signed by parents each night, ensuring that the parents have insight as to what is being covered each day in class. Additionally, all teachers have class webpages, and some also use blogs, emails, newsletters, or daily folders to communicate with all families on a regular basis. Parent-teacher conferences are scheduled school-wide twice per year, but additional appointments or phone conferences are held as needed. School newsletters are emailed regularly to communicate news, updates, and successes. An automated phone dialing system is used to alert families of important news in an expedient manner. Most importantly, an open-door policy with faculty, staff, parents, and students is maintained by the administration, ensuring that any and all questions are addressed in a timely and efficient manner.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Visitors to CTTCS often comment on how welcomed they felt when walking through the school. Students and adults greet one another as they pass in the halls. People hold doors for each other and smile. Simple, little acts of acknowledgement create the base for other larger positive acts. An atmosphere of mutual respect and cooperation among students, parents, faculty, and staff is fostered. As a community that gathers each morning for prayer as a way to start our school day, a sense of reverence and prayerfulness are important components of who we are. Service is also a hallmark of CTTCS. Students of all ages participate in numerous service projects throughout the school year, and are encouraged to continue with service on their own accord during the summer months and in the years after they move beyond our elementary school.

Even the youngest of our students have opportunities to participate fully in the school community. From sports, to music, to plays, to clubs, there is something for everyone. Leadership skills are developed as students have the opportunity to organize and implement projects within the various clubs. Having such great student involvement creates a sense of school pride and that has a positive impact on everything from classwork to sports fields. Respect for one another is more than an expectation, it is cultivated. Our work in creating a respectful and inclusive environment led to CTTCS being the first Catholic school in Delaware to be named a “No Place for Hate School” by the Anti-Defamation League.

The positive environment is good for more than the students, it is excellent for the faculty and staff as well. Administrators regularly thank and show their appreciation for the entire school community. The faculty is encouraged to attend professional development classes and seminars, with the cost usually being covered by the school or Title II funds. When teachers find products that they know would be great for their classrooms, the school works to find ways to make those purchases. Teachers also know that they have the support of the administration when difficult discussions need to be had with students’ families. The prayerfulness that can be seen in the students is also clearly evident in the staff, with teachers being known for their kindness and compassion.

2. Engaging Families and Community:

CTTCS approaches family and community engagement the same way that we approach all interactions, with respect and honesty. Families are always welcome in the school. There are parents who stay each morning to be part of our community prayer, and others who help in the lunchroom each day. From chaperoning fieldtrips to organizing class parties, parents, grandparents, aunts, and uncles are integral pieces of the school community.

We have been blessed to have very supportive families and have worked to develop strong relationships with them and the community at large. Numerous local businesses, doctors, orthodontists, and other professionals have made generous contributions to our fundraising efforts and in return, the school community often frequents those sponsors. One fabulous restaurant not only donates the food items for our annual Spaghetti Dinner, but the owner and chefs actually come and cook everything as well. As a way to show our gratitude, the school often orders from that restaurant when catered meals are needed for various events.

Strong partnerships with local high schools have enabled our students to go on field trips to see plays and participate in events at the other schools. The high schools have allowed their students to be guest speakers at our school and have brought their marching bands to be part of our Fall Festival activities. Some of the local high schools sponsor various competitions, such as a Science Olympiad, and CTTCS is always invited to participate. Our graduates who are now in high school volunteer at CTTCS when their schools are closed but CTTCS is open.

Our working relationships extend to colleges and universities in the state as well. Students majoring in nursing work with our school nurse to learn about school nursing while completing observational or clinical hours. Education majors are welcomed when doing their student teaching, and several have become teachers at CTTCS upon graduation.

Service is a key component of education at CTTCS and the benefactors of the service include, among others, residents of a local nursing home and school children in Guatemala. The nursing home residents are always invited to watch our school plays, and our choir travels to the nursing home for performances. Our students have met administrators from the schools we have helped in Guatemala, and now recognize that our “community” extends far beyond the state line, for we are truly a global community.

3. Professional Development:

When reflecting upon who inspired career choices or love of a particular area of study, many adults will recall a teacher who listened, challenged, and inspired them. CTTCS teachers strive to be that positive influence in the lives of our students, encouraging them to love learning and to be the best version of themselves. CTTCS recognizes that teachers who are informed and enthused can have great impacts on student achievement, and thus professional development opportunities are continuously offered as a means to keeping teachers knowledgeable of best practices and new content.

Teachers attend at least two professional development days each year that are run by the Diocese of Wilmington, with each session addressing a timely topic such as grading practices, school law, or implementing Common Core State Standards. CTTCS hosts professional development sessions that all teachers attend. Topics of the sessions are aligned with academic standards or Middle States Accreditation goals. The faculty may also attend seminars, workshops, and classes that are of interest and will enhance their teaching areas. Continuing education and advanced degrees are valued, and many teachers take advantage of Title II funds and monies allocated by CTTCS for graduate courses and professional development opportunities.

All members of the faculty are encouraged to move beyond their comfort zones and to participate in programs that are challenging and rewarding on multiple levels. Five teachers, one graduate, and the principal have traveled to remote villages in Guatemala through the Global Solidarity Partnership between Diocese of Wilmington and the Diocese of San Marcos, Guatemala. Meeting local families and school children, and seeing the deplorable living and educational situations in Guatemala have renewed a desire for our CTTCS to find ways to help improve the lives of other students. CTTCS’s efforts have been recognized by Today’s Catholic Teacher Magazine with their Innovations in Catholic Education Award.

Several faculty members have also participated in the Anti-Defamation League’s Bearing Witness program, an intensive five-day program in which the participants explore the history of anti-Semitism, including the role of the Church during the Holocaust and issues of prejudice in society today. Four members of the faculty were selected to be part of the Bearing Witness Advanced Program and traveled to Israel for ten days, gaining a better understanding of the relationship of the Holy Land to Jews, Christians, and Muslims. They expanded their knowledge of the complex history of modern Israel, learned more about contemporary manifestations of anti-Semitism, and deepened their understanding of the Holocaust and its relevance today.

4. School Leadership:

Christ the Teacher Catholic School is a regional elementary school operating under the supervision of the Superintendent of the Diocese of Wilmington and the pastors of the four sponsoring parishes. An Advisory Board, with members from each of the sponsoring parishes, also provides guidance and direction, and ensures that the school operates a sound Catholic program that is consistent with Diocesan policies. The on-site and day-to-day operation of the school is under the direction of two dedicated administrators, a Principal and an Assistant Principal. Together they lead 51 faculty and staff members and 608 students.

The Principal and Assistant Principal are responsible for the hiring of qualified teachers and staff who are committed to the Catholic mission of the school. They shape the vision of academic success for all students and create a climate that is devoted to learning. The school environment is safe and orderly, as well as responsive and supportive. Both administrators cultivate leadership skills among the staff and students, and ensure that all teachers are active participants in continuing education or professional development opportunities. The school's administrators also develop local in-service sessions on topics that will help teachers better understand resources that improve and support student achievement. They make it possible for students to develop relationships with caring adults in the building who can help motivate and encourage the students to be committed to the learning process and academic success.

The administrators recognize that the roles of the parents and community are complementary to the school's. They welcome parents' questions and suggestions and involve the families in ongoing discussions, encouraging mutual respect and cooperation. Recognizing that the local community can be an invaluable source of support, the school administration interacts with governmental and business leaders to develop working relationships.

The administrators work with faculty, parents, and students to maintain high standards for academics and conduct. They recognize the importance of setting goals, monitoring progress, and keeping everyone informed about the process. They are reassuring when changes need to be made and celebratory in successes. With Christ as their model, they nurture the academic, spiritual, moral, social, and physical development of the students.

Together, the administration, faculty, students, families, and community, develop a positive school culture that promotes professional growth and student achievement.

PART VI * INDICATORS OF ACADEMIC SUCESS

Service and outreach to others is an integral part of the education program at CTTCS, and service-learning is one of the reasons that CTTCS has been so successful. Integrating meaningful community service with instruction and reflection enriches the learning experience, teaches civic responsibility, and strengthens the community. Combining service with learning in intentional ways can be transformative for the students and the recipients of the service. It extends learning beyond the classroom walls and into the community, whether that is a local community or one across the globe.

Canned food drives link with math lessons by calculating the number of items, their total weight, and dollar value. Recycling and water conservation efforts have been incorporated into cross-curricular lessons including science, math, social studies, and religion. Learning about water conservation in the United States led into learning about the need for potable water in Guatemala. CTTCS partnered with a school in San Marcos, Guatemala that had no running water and our students were able to fundraise enough money to buy water filtration tanks. Interested and wanting to do more, the CTTCS students stuck with the project and continued their efforts until they could have a bathroom built at the school and worked to get running water into the town. Students practice letter writing in language arts classes by creating cards and writing messages to senior citizens in a local nursing home. Nearly all service projects can be incorporated into religion classes, but efforts are made to tie ideas about improving the quality of life for others and caring for our environment into other core academic units.

Developing the hearts and minds of our students to be tolerant of other cultures, religions, and lifestyles is fundamental to the students' Catholic faith formation. The service-learning also plays a critical role in the socio-emotional learning of our students. Through many service opportunities, our students learn that they are very much like the people they are helping, noting similarities, not differences. Recognition that each person is an individual, who deserves respect and love, goes a long way in building up communities rather than segregating them. Service-learning can lead to new perspectives, which in turn lead to choosing positive behaviors. Critical thinking and leadership skills are fostered, steering students towards leadership and activism roles in the future.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

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

3. What is the educational cost per student? \$5092
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1332

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 11%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 41%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 - Common Core with InView</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	65
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 - Common Core with InView</u>
Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	56
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 - Common Core with InView</u>
Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	89
Number of students tested	59
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 - Common Core with InView</u>
Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	66
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3 - Common Core with InView</u>
Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	86
Number of students tested	64
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 - Common Core with InView</u>
Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	71
Number of students tested	65
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 - Common Core with InView</u>
Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	56
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 - Common Core with InView</u>
Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	59
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 - Common Core with InView</u>
Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	89
Number of students tested	66
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3 - Common Core with InView</u>
Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	64
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: