

U.S. Department of Education
2015 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 Mr. Patrick Martin O'Sullivan

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

Official School Name Christ the King Catholic School

(As it should appear in the official records)

School Mailing Address 4100 Colgate Ave

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

City Dallas State TX Zip Code+4 (9 digits total) 75225-6601

County Dallas State School Code Number* _____

Telephone 214-365-1234 Fax 214-365-1236

Web site/URL http://www.cks.org E-mail posullivan@cks.org

Twitter Handle @cksdallas Facebook Page https://www.facebook.com/cksdallas 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 that it is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent*Sr. Gloria Cain E-mail: gcain@cathdal.org

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

District Name _____ Tel. _____

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

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Colin Raymond

(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 that it is accurate.

_____ Date _____

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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, Office for Civil Rights (OCR) requirements is 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 school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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

All data are the most recent year available.

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. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 16 | 25 | 41 |
| 1 | 24 | 24 | 48 |
| 2 | 19 | 31 | 50 |
| 3 | 20 | 27 | 47 |
| 4 | 23 | 26 | 49 |
| 5 | 27 | 23 | 50 |
| 6 | 25 | 17 | 42 |
| 7 | 19 | 18 | 37 |
| 8 | 23 | 27 | 50 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Total Students | 196 | 218 | 414 |

5. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 16 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 78 % White
 - 2 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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, 2013 until the end of the school year | 2 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year | 1 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 3 |
| (4) Total number of students in the school as of October 1 | 419 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.007 |
| (6) Amount in row (5) multiplied by 100 | 1 |

7. English Language Learners (ELL) in the school: 4 %
17 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 2 %
 Total number students who qualify: 9

9. Students receiving special education services: 12 %
51 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>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>41</u> Specific Learning Disability |
| <u>8</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel 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. | 9 |
| Paraprofessionals | 7 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2 |

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 22:1

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

| Required Information | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 96% | 94% | 95% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

| 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. 1994

15. Please summarize your school mission in 25 words or less: As members of Christ the King Catholic School, we will reverence Christ, respect others, and educate our hearts, minds, and spirits to become future leaders.

PART III – SUMMARY

Christ the King Catholic School builds on a tradition of academic excellence and the formation of well-rounded students, which brings the school's mission to life. The guiding principle of Christ the King Catholic School (CKS) is that all decisions are based on what is in the best interest of the students. CKS, a parochial school in the Catholic Diocese of Dallas, Texas, educates 414 students from kindergarten through eighth grade and predominately serves children of Christ the King Catholic parish. The school's long-standing commitment to Dallas is evident by its longevity. CKS opened in 1947 and continually responds to the growing needs of the community. Graduates of CKS now choose to educate their own children at the school because of its nurturing, traditional, innovative, and creative learning environment.

CKS admits students with a range of academic ability levels and learning styles. The faculty differentiates instruction to ensure success for each student in a nurturing environment. Academic achievement is a priority. CKS takes the initiative to communicate with alumni in order to gauge long-term outcomes and gather input about how to best prepare current students for future success.

The CKS community is active and engaged. Faculty members continually partake in professional development in order to best serve students. The faculty includes twenty recipients of the Catholic Foundation Work of the Heart Teaching Award, a state Art Teacher of the Year recipient, a Math Counts Award recipient, and honorees of other awards for excellence in teaching. The physical education teacher won the 2014 Dallas Parochial League's Max Wernick Award for excellence in positive coaching. Parents are supportive and engaged as volunteers and through regular communication and partner programs with the school. The generosity of parents' time, talent, and treasure makes it possible for CKS to provide an affordable education, as demonstrated by 100% participation in the Annual Fund to support the school's operating budget.

The supportive community ensures that CKS maintains high academic standards, while constantly seeking innovation. SMART Boards were installed in every classroom in 2013, and in 2014 our science lab was updated. CKS now has a 1:1 technology program to enhance learning. Every student has access to a device: iPads in grades K-1, laptops in grades 2-4, and student-owned devices in grades 5-8. Every teacher has a portable device to enhance instruction. CKS participates in an award-winning field trip curriculum emphasizing cross-curricular learning in each grade, with the culmination being a trip to Taos, New Mexico in eighth grade (winner of the Innovation in Education Award: A Cross-Curricular Study of the American Southwest.)

CKS builds community by promoting fellowship and social justice. An active service program, Crusaders Care, provides students with opportunities to serve others. (The school's mascot is "Crusaders.") Recognizing the importance of the formation of the whole person, CKS provides resources for quality extracurricular activities. Students develop their interests, talents, and leadership skills through participation in Crusader athletic teams, band, choir, speech and academic programs, National Junior Honor Society, Student Council, the CKS Ambassadors, and the Duke Talent Identification Program (72% of current CKS seventh grade students qualify for participation in 2015.) Students have advanced to the state level in numerous academic competitions. In 2013, the Math Counts team advanced to state. In 2013 and 2014, the CKS team placed first in the city in The Dallas Morning News Stock Market Game. Student teams have won robotics competitions at the state level. For the past eight years, students participating in the Private Schools Interscholastic Association academic competitions and the district geography bee have advanced to state meets.

Christ the King Catholic School was honored as a Blue Ribbon School in 1994. This powerful recognition continues to invigorate the school community as a reminder of the history of educational excellence promoted at CKS. As a Blue Ribbon school, CKS confidently displays the honor as a seal of quality, which announces to the community the school is in the top 15% in the nation. The academic, physical, and spiritual growth of each student is a priority at CKS. The school climate at CKS proudly reflects the principles and values delineated in the National Blue Ribbon Schools Program's purpose. This honor has been vital to our admissions, as it is highlighted in our admissions previews and marketing materials. This distinguished

honor supports the school's sustainability and has been instrumental in increasing enrollment throughout the years. After receiving the Blue Ribbon award, enrollment increased each grade level from just one class to two classes per grade. The initiative, dedication, and enthusiasm of the students, parents, faculty, administration, parish clergy and community have contributed to the formation of a high quality school where the security, growth, and formation of students are priorities, and the National Blue Ribbon School award encourages the community to be proud to be a Crusader!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Following the standards-based curriculum of the Catholic Diocese of Dallas, the primary goal of Christ the King Catholic School is the integrated development of the individual student. CKS endeavors to provide opportunities for each student to grow spiritually, intellectually, physically and emotionally so that he or she will take a place as a responsible member of society. The values and lessons promoted at CKS are intended to become life-long attributes, which will live in the hearts of students indefinitely. The curriculum complies with and exceeds the requirements of the Texas Catholic Conference Education Department, as evidenced by the exemplary status earned in all domains during the school's last accreditation in 2007. In 2013, CKS earned the AdvancED/SACS accreditation.

Language Arts – The language arts curriculum includes reading/literature, the Daily 5 literacy framework, Saxon phonics/spelling, Wordly Wise vocabulary, written and oral language, D'Nealian handwriting, and study skills. Technology is integrated throughout language arts instruction in order to facilitate skills. For example, SpellingCity.com is utilized to scaffold students' spelling skills for those who demonstrate difficulty with written expression. Students who demonstrate strengths in these areas engage in differentiated learning through challenge activities, flexible, leveled small groups, and enrichment activities. Students in grades 6-8 can participate in honors classes. Kindergarten students are paired with "8th Grade Buddies" so that they can practice literacy activities together and create a life-long bond. All grade levels incorporate research-based practices to ensure each student is working within his/her zone of proximal development with a focus on increasing the student's comprehension, fluency, vocabulary, phonics, and phonemic awareness skills. Students learn to read, think, communicate, and listen critically as each teacher uses differentiation strategies to meet individual student's needs.

Mathematics – With an emphasis on hands-on, multisensory learning, the mathematics curriculum covers five strands: Number Theory, Estimation and Operations; Algebra: Patterns and Functions; Geometry; Measurement; Data Analysis, and Statistics and Probability. This map guides teachers in facilitating students' development of basic skills and proficiency, as well as to become problem solvers through increased levels of higher order thinking and problem-based learning experiences. In grades 2 and 3, students experience a blended learning environment through utilizing the Reasoning Mind math program as an instructional supplement. The Reasoning Mind program has provided an opportunity to increase differentiated instruction, as each student is able to work at his/her own pace, and teachers have the opportunity to confer with students to provide necessary individualized interventions. Students in grades 6-8 may qualify for honors classes, enabling them to complete Algebra I before beginning high school. Mathematics instruction in grades 6-8 is facilitated through the "flipped classroom" which allows a great deal of engagement during class time with increased opportunities for project-based learning, group work, and activation of higher-order thinking skills.

Science – The science curriculum is lab-based and hands-on with an emphasis on STEM concepts. Explorations begin in kindergarten, creating a love of science. Lower grade levels are paired with buddies in upper grades, and they work together throughout the year examining various scientific concepts, including the scientific method and experimentation. Supplementing the curriculum, trips to the Perot Museum of Science and Technology, the Dallas Arboretum, and The Trinity River Audubon Center, as well as in-house presentations, make the world a classroom. Robotics is offered as an elective. CKS founded the annual robotics competition for the Diocese of Dallas Catholic Schools. There is an emphasis on relating science to students' daily experiences so they have a greater understanding of the world around them and are prepared to be successful contributors to society.

Social Studies – The social studies curriculum focuses on the four main strands: history, geography, civics, and economics. Depth and breadth of social studies are demonstrated on field trips in both Texas and New Mexico. Depth is achieved when our students go beyond knowledge based instruction to mastery of material. Breadth is achieved through the cross-curricular approach to integrating multiple content areas into project-based learning experiences. On the Taos trip to New Mexico, the eighth grade students have the

opportunity to engage in hands-on learning through the integration of technology, social justice experiences, astronomy lessons, and art history instruction as they explore a new culture and apply prior knowledge to build schema. The students demonstrate mastery of concepts and explore theories facilitated by a professor through our partnership with Southern Methodist University.

2. Other Curriculum Areas:

Physical Education, Health and Nutrition – Students in grades K-8 participate in physical education, health, and nutrition 3-4 times each week. Physical Education provides for growth and development of motor skills while promoting healthy lifestyles and skills needed for life-long physical fitness. The instruction is organized by theme and sport and takes place both in the gymnasium and outside on the athletic fields. Good sportsmanship and teamwork are emphasized in school and in the many extracurricular, organized sports offered by CKS. Our students examine healthy nutrition choices through utilizing the United States Department of Agriculture’s interactive website and activities at choosemyplate.gov, as well as cross-curricular projects incorporating our school’s edible garden. CKS surveys students and values their input on nutritional options provided in our healthy cafeteria. The Dallas Police Department and Fire Department present various programs throughout the year, including topics related to making good choices, safety, and drug/alcohol awareness. Students also have the opportunity to participate in the Presidential Youth Fitness Challenge.

Foreign Languages – Christ the King Catholic School is in compliance with the program's foreign language requirements. Spanish is required for students in grades K-4 and 7-8. The foreign language program presents students with opportunities to engage in various cultural experiences throughout the school year, which includes exposure to cultural customs, traditions, and art appreciation. Spanish students from local high schools visit CKS each year to read Spanish picture books to our lower school students. Upper school students also have the opportunity to demonstrate their understanding by taking the National Spanish Exam. Latin is taught in grades 5-6. Research has shown that Latin boosts vocabulary, strengthens spelling, cements English grammar and helps students learn other foreign languages. The Latin course incorporates an interactive and collaborative instructional approach through the integration of technology, for use both at home and at school, through Edmodo. Foreign language classes are scheduled once per week in grades K-3 for 45 minutes each, and three times per week in grades 4-8 for 45 minutes each. Field trips are scheduled throughout the year to facilitate students’ art appreciation by visiting the Meadows Museum at Southern Methodist University, as well as the Madi art exhibit to explore the South American influence and culture.

Music, Visual and Performing Arts – Students in grades K-8 participate in weekly music and art classes, which promote creativity and instill an appreciation for aesthetics. The art curriculum incorporates visual arts and art history. Various mediums are utilized for projects throughout the year, including painting, ceramics, sketching, and technology. The students engage in many cross-curricular projects, through which they relate art to their lives and study the related elements and principles. Through the music program, students learn how to read music, play various instruments, come together as a community in song, and explore the history/influence of various composers. Multiple musical performances are planned throughout the year, which highlight groups, as well as individual student’s musical talents. Students can participate in various musical opportunities, including the “Cherub Choir” in grades K-2, “St. Cecilia Singers” in grades 3-5, handbells in grades 4-8, and the school band in grades 4-8.

Technology – Technology is integrated into both teaching and learning processes at all levels. Every classroom has a SMART Board and document viewer. One-to-one devices are in place for students in grades K-8. Students in grades 6-8 have access to online, interactive textbooks. Computer skills, such as keyboarding, Microsoft Office, web design, and GIS are mastered in the school’s two computer labs and integrated in all areas of the curriculum, preparing students for a lifetime of effective technology use. CKS promotes a cross-curricular approach to the integration of technology. Supplemental programs have been incorporated into instruction in order to increase differentiated instruction. Students in grades K-2 benefit from utilizing ipads, laptops, and audio players during the Daily 5 literacy framework. Students in grades 2-3 utilize laptops during mathematics instruction through the Reasoning Mind program. Students in grades 4-8 utilize their devices to develop work, compile data, and research topics. All 8th grade students have MathXL accounts, and work through the web-based Algebra I course, as their instructor facilitates

differentiated instruction. All students participate in National Coding Week, in order to facilitate critical thinking skills. Students engage in web-based progress monitoring assessments for various content areas administered by the classroom teachers. Students in grades K-8 participate in computer class weekly.

3. Instructional Methods and Interventions:

Instruction at Christ the King Catholic School is designed to be active so that students are engaged and challenged to achieve mastery of concepts. Assessment is used to inform instructional practices. Teachers constantly assess each student's progress, and address various learning styles. Teachers pretest students before introducing concepts, and then effectively differentiate instruction in order to best serve each student's needs through re-teaching, compacting, and/or enrichment. Higher level thinking skills and problem solving skills are introduced early to challenge all students.

Reading instruction at CKS is a prime example of effective differentiation. Students enter CKS at different reading levels. Teachers use benchmark assessments, such as Children's Progress, Heinemann Literary Assessment, and Texas Primary Reading Inventory to determine how to best meet each student's specific needs. The Daily 5 literacy framework and small groups are used to effectively teach reading skills and scaffold learning in the classroom. Students requiring additional support work with the reading specialist. Students with learning differences work with the Certified Academic Language Therapist. Fountas and Pinnell Guided Reading Levels help students choose books to read at the appropriate independent and instructional reading levels. Progress monitoring assessments are scheduled on a frequent basis to ensure the effectiveness of interventions, and all assessments are documented to inform instructional practices.

Utilization of technology has enhanced instructional methods. Technology permeates the curriculum with interactive SMART Boards and student access to personal devices to enhance learning. Students have access to online math programs to reinforce skills: IXL Math and Reasoning Mind. The online program Spelling City supplements instruction in grades 2-5 as students master spelling and vocabulary lessons. Students in grades 6-8 have access to "Turn It In" to improve writing skills. The use of eBackpack encourages greater collaboration between teachers and students and provides a place for students to maintain online portfolios. The "flipped" math classrooms in grades 6-8 provide students with consistent access to quality instructional videos.

The SOAR gifted and talented program serves qualified students in grades 2-5 and honors courses are offered in grades 6-8. Every teacher offers tutoring sessions before and after school to help students succeed. CKS provides a team approach to educating each individual student. The faculty and staff come together to support each child in a loving and nurturing manner. The safe, spiritual environment fosters the development of the whole child, where individuals are valued and the school community is akin to a family.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Analysis of data shows that performance trends over the last five years have remained stable and high at Christ the King Catholic School. Standardized test scores have varied by few percentage points from year to year. Reading scores have ranged from 79%-92% over the last five years, and math scores have ranged from 78%-97% over the last five years. In the 2013-2014 school year, the Iowa Assessments were administered (with Fall 2011 Norms), which is a difference from the administration of the Iowa Test of Basic Skills (Fall 2005 Norms) for school years 2009-2012.

The administration and faculty analyze the standardized test scores in all content areas, focus on enhancing areas of strength, and address areas in need of improvement. A team of administrators, classroom teachers, and resource teachers collaborate to examine reading scores and devise a plan of action to provide students with an individualized approach to reading instruction. A reading specialist works with students in small groups, and the Certified Academic Language Therapist scaffolds learning in small groups and whole class instruction. Students demonstrating a high level of understanding engage in enrichment experiences to ensure that each student is challenged.

The high math scores could be due to several factors. The math program was restructured in 2012 to reflect research that shows the benefits of heterogeneous math groupings. The emphasis on mastery of foundational skills in the early grades helps to ensure that each child has a strong mathematical background to scaffold upon throughout the journey at CKS.

The team approach at CKS consistently assesses each student's individual needs, and also the needs of the overall student population. Team leaders research ways in which to meet these needs and strive to implement best practices to provide each child with the tools necessary to demonstrate progress.

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

The administration team reviews the test scores from the Iowa Assessments, CogAT, ERB, TPRI (Texas Primary Reading Inventory), Children's Progress, and progress monitoring assessments to determine each student's performance and level of understanding. Students who score at or above 95% are evaluated (with the Slosson assessment) for our gifted and talented program, SOAR. Students who perform below 75% are discussed with a team, comprised of administration, classroom teachers, and resource specialists. Each concern is addressed and an action plan is created to support the student and grade level. If additional testing is deemed appropriate, the Certified Academic Language Therapist will administer the CTOPP and/or the students will be put on a more frequent progress monitoring schedule to inform instructional practices and interventions.

A Strategic Intervention Team (SIT) meeting, which involves all of the student's teachers, as well as the administration, parents, and the child may be scheduled to address specific concerns about a student in order to collaborate, share insights, and devise a plan of action to support the student's needs. This opportunity strengthens the relationship between school and home. Two weeks later a Response to Intervention (RTI) meeting is held to review the student's progress and determine the effectiveness of the interventions implemented. During the RTI, interventions and/or instructional strategies are refined in order to best address the student's needs. In the event the interventions have been effective, progress continues to be monitored, accommodations continue to be implemented, and a follow-up meeting is scheduled.

Team leaders work closely with local public school agencies to identify children who qualify for services under Title 1. Once identified, the students are assigned a tutor who will address their specific needs in reading and/or math. Administrators hold an informative parent meeting to review the school's assessment results, as well as confer individually to share results. CKS is dedicated to ensuring that each and every student succeeds.

Part VI School Support

1. School Climate/Culture

Our mission at Christ the King Catholic School focuses on reverence, respect, and the development of the whole person. The spiritual development of each student is a priority, as the school community comes together daily to laugh, learn, and pray. Students attend Mass weekly, and each month students are eligible to receive the Christian Witness Award for demonstrating outstanding character. The dedication to differentiate instruction across content areas and grade levels is a testament to the school's goal of empowering each student with the skills necessary to be successful, as well as to gain the confidence to be a self-advocate.

CKS classrooms, hallways, playgrounds, and athletic fields reflect the mission at all times. The safe environment provides security allowing students to be creative, experiment with new ideas, and recognize that making mistakes is part of the learning process. Through living the mission each day in words, actions, and good deeds, the faculty and staff support all students' growth and act as their mentors and advocates. Teachers offer tutoring times before and after school to assist students. When there is a concern or inquiry about a student's progress, the team of educators comes together, with the parents, in order to develop a plan of action during a Strategic Intervention Team meeting. This collaboration between home and school provides a clear message to the student that he or she has an entire team supporting his/her efforts.

Teachers at CKS benefit from opportunities to attend professional development, lead committees, and participate in collaboration meetings. Faculty and staff each receive an electronic device, and are invited to participate in a health/wellness challenge annually. Teachers are recognized throughout the year, including the "Teacher of the Year" award, Christian Witness Award, and celebrations to acknowledge life events (i.e. wedding engagements, births, graduations.) There are various collaboration meetings throughout the year, which provide a platform for teacher insight (i.e. Data Analysis Meetings, Literacy Framework Follow Up meetings, Curriculum, Instruction, and Assessment Reviews.) Teachers and administrators work together to offer opportunities for participation in vertical and horizontal observations, which allows for teachers to observe various grade levels on the CKS campus, as well as off campus at many schools throughout the area. After the observations, a team of administrators and teachers confer, discuss, and examine their observations. All teachers are valued and supported, as an integral part of our CKS community.

2. Engaging Families and Community

Christ the King Catholic School is fortunate to have an engaged and supportive community. CKS has an active Parents' Association, of which every parent at the school is a member. Over eighty parents volunteer to fill positions on the board of this organization. The CKS Dads' Club also provides support to the school and welcomes all fathers of students as members. Some parents serve on the Christ the King Catholic School Advisory Council to assist the principal in developing and implementing policies and programs in order to carry out the mission of the school. Parents generously share their time, talents, resources, and expertise with CKS. They are involved in many capacities: as homeroom parents, field trip chaperones, coaches for academic competitions and athletic teams, club moderators, classroom readers, library and cafeteria volunteers, and more.

The school year commences with grade level presentations entitled, "Make the Grade!" These meetings include the school administration, teachers, parents, and the school counselor. This provides an ideal opportunity to collaborate on curriculum, class expectations, and development. The school newsletter, the "Crusader Chronicle," is posted on the school website weekly, and teachers communicate assignment expectations each Friday afternoon via RenWeb School Systems Online. The CKS Partners in Parenting program promotes the school-home connection through weekly communications in the parent newsletter and provides educational speakers and grade-level discussions on parenting topics. The school counselor also hosts a regular "Lunch and Learn" series for parents to enhance the school-home partnership.

With the caring support and enthusiastic involvement of the school's constituents, the school is able to provide an exemplary education at an affordable price. The generosity of the community helps bridge the difference between tuition and the cost of educating each student. The Annual Fund provides support for the operating budget to give students a strong academic foundation for the future. CKS partners with Baylor and Texas Health Presbyterian to provide our community with a health and wellness speaker series. The CARE program, through the YMCA, provides the CKS community with the opportunity to increase drug/alcohol awareness. The annual CK5K funds scholarships for socioeconomically disadvantaged students in Dallas, as well as provides a venue for a community health fair. Grandparents, past parents, and Christ the King Catholic Church parishioners and friends also generously support CKS.

CKS welcomes and encourages open communication and community and parent involvement. Students are delighted to know that their parents are involved in the school, and the dedication of the community is a tremendous benefit to the students.

3. Professional Development

Research shows that one of the greatest indicators of success in the classroom is the quality of the teacher. At Christ the King Catholic School, teachers are presented with ongoing professional development opportunities that build on previous training, address the current needs of students, and prepare them to meet future needs. At the beginning of each school year, teachers collaborate with the Principal, Assistant Principal, and Director of Curriculum to set professional goals and address areas of growth. Follow-up meetings, assessments, and self-assessments are conducted throughout the year.

Teachers are encouraged to enroll in graduate programs, obtain certifications, and participate in professional development that reflects the needs of our student body. Presently, faculty members are pursuing masters and doctorate degrees. Due to the implementation of the Daily 5 literacy framework, the Reasoning Mind math program, and electronic progress monitoring, teachers have been attending consistent professional development to support the related initiatives.

In the past year, CKS teachers have presented at the Dallas Ministry Conference, International Society for Technology in Education, GeoTech, National Catholic Educational Association, and the Music EdVentures International Conference. Presenters have come to CKS to train teachers on serving gifted and talented students, differentiating instruction, and creating positive emotional classrooms.

With the installation of SMART Boards in every classroom, teachers received group and individual training. Sixteen teachers attended workshops over the summer. To strengthen technology use and support the faculty, a technology instructional coach meets with teachers to help them integrate technology into the curriculum. A full-time director of technology also provides faculty support.

All teachers began the current school year with training in Backwards by Design and Thinking Maps: A Visual Language for Learning. They receive training updates throughout the year. The faculty is studying Marzano's "The Art and Science of Teaching." In small groups, teachers discuss various designs and then present to the entire faculty twice a month. Whenever a teacher or administrator returns from a professional development conference, he or she presents and shares ideas with the faculty. Teachers participate in peer observations, observing classes in the grade levels below, above, and at their own levels. CKS serves as a site for teachers from other schools to visit to observe best practices, thus building our professional learning community. Teachers are constantly looking to improve by staying current on the latest research and instructional strategies to fully engage learners and support student success.

4. School Leadership

The school leadership is called to serve the students by living the mission to help each student grow academically, spiritually, physically, and mentally. Christ the King Catholic School administrators believe in educating hearts, minds, and spirits to help develop future servant leaders. By creating a positive learning environment where students are empowered to take risks, students gain confidence to challenge themselves in all areas. The administrators' philosophy is that every student can learn. The goal is to

maintain a positive, safe, nurturing environment. When decisions are faced, the question always asked by CKS school leaders is, “What is in the best interest of the students?”

The CKS administrative team approach allows the principal, assistant principal, and director of curriculum to be visible in day-to-day school functions and in every classroom multiple times a day. Leaders are present for students. Students are assigned mentors (faculty members) in grades 6-8 to guide them. The certified school counselor is on campus four days a week meeting with students, and is readily available to meet with parents.

Teachers have opportunities to develop leadership skills by serving on committees, leading discussions, and presenting. They continually build curriculum to best serve students. School leaders created the Crusaders Care service program to give students opportunities to serve the community, become leaders themselves, and engage with community leaders. Alumni and community leaders share their passions for their professions with students during Future Crusaders Career Day, helping students consider potential paths.

The principal ensures that the school budget reflects the mission to develop students academically, emotionally, physically, and spiritually, and ensures that resources are allocated appropriately to make this a reality. The principal works with the school advisory council and diocesan schools office to assure that the mission and vision are fulfilled. The principal meets with the parish pastor and superintendent of diocesan schools to review school data and address any areas in need of improvement.

School leaders partner with parents to help each student fulfill his or her potential. The principal and assistant principal have an open door policy and welcome and encourage communication. They, along with the director of curriculum and director of finance, attend monthly parents’ association meetings to partner for the good of the students. A positive, open, collaborative environment is a priority so that questions and concerns can be productively addressed, and so that students will be supported and thrive.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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 are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

| Grade | Amount |
|-------|--------|
| K | \$7790 |
| 1 | \$7790 |
| 2 | \$7790 |
| 3 | \$7790 |
| 4 | \$7790 |
| 5 | \$7790 |
| 6 | \$7790 |
| 7 | \$7790 |
| 8 | \$7790 |
| 9 | \$0 |
| 10 | \$0 |
| 11 | \$0 |
| 12 | \$0 |

4. What is the educational cost per student? \$10600
(School budget divided by enrollment)
5. What is the average financial aid per student? \$1300
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? 5%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Iowa Assessments</u> |
| Grade: <u>3</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 84 | 93 | 92 | 93 | 87 |
| Number of students tested | 48 | 51 | 48 | 44 | 49 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 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: Even though 16% of the student population is Hispanic, CKS does not have more than 10 students that are Hispanic in any one grade level.

In 2013 CKS took the Iowa Assessments; in all previous years (2009-2012) CKS took the Iowa Test of Basic Skills.

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Iowa Assessments</u> |
| Grade: <u>4</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 90 | 89 | 90 | 88 | 86 |
| Number of students tested | 50 | 46 | 45 | 49 | 46 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 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: Even though 16% of the student population is Hispanic, CKS does not have more than 10 students that are Hispanic in any one grade level.

In 2013 CKS took the Iowa Assessments; in all previous years (2009-2012) CKS took the Iowa Test of Basic Skills.

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Iowa Assessments</u> |
| Grade: <u>5</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 81 | 94 | 91 | 87 | 91 |
| Number of students tested | 43 | 43 | 52 | 42 | 48 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 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: Even though 16% of the student population is Hispanic, CKS does not have more than 10 students that are Hispanic in any one grade level.

In 2013 CKS took the Iowa Assessments; in all previous years (2009-2012) CKS took the Iowa Test of Basic Skills.

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Iowa Assessments</u> |
| Grade: <u>6</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 78 | 89 | 87 | 87 | 88 |
| Number of students tested | 41 | 53 | 46 | 48 | 49 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 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: Even though 16% of the student population is Hispanic, CKS does not have more than 10 students that are Hispanic in any one grade level.

In 2013 CKS took the Iowa Assessments; in all previous years (2009-2012) CKS took the Iowa Test of Basic Skills.

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Iowa Assessments</u> |
| Grade: <u>7</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 83 | 86 | 89 | 91 | 93 |
| Number of students tested | 52 | 51 | 48 | 47 | 51 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 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: Even though 16% of the student population is Hispanic, CKS does not have more than 10 students that are Hispanic in any one grade level.

In 2013 CKS took the Iowa Assessments; in all previous years (2009-2012) CKS took the Iowa Test of Basic Skills.

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>Iowa Assessments</u> |
| Grade: <u>8</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 86 | 94 | 96 | 97 | 89 |
| Number of students tested | 47 | 45 | 48 | 49 | 44 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 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: Even though 16% of the student population is Hispanic, CKS does not have more than 10 students that are Hispanic in any one grade level.

In 2013 CKS took the Iowa Assessments; in all previous years (2009-2012) CKS took the Iowa Test of Basic Skills.

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Iowa Assessments</u> |
| Grade: <u>3</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 82 | 92 | 89 | 89 | 82 |
| Number of students tested | 48 | 51 | 48 | 44 | 49 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 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: Even though 16% of the student population is Hispanic, CKS does not have more than 10 students that are Hispanic in any one grade level.

In 2013 CKS took the Iowa Assessments; in all previous years (2009-2012) CKS took the Iowa Test of Basic Skills.

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Iowa Assessments</u> |
| Grade: <u>4</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 82 | 87 | 89 | 83 | 87 |
| Number of students tested | 50 | 46 | 45 | 49 | 46 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 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: Even though 16% of the student population is Hispanic, CKS does not have more than 10 students that are Hispanic in any one grade level.

In 2013 CKS took the Iowa Assessments; in all previous years (2009-2012) CKS took the Iowa Test of Basic Skills.

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Iowa Assessments</u> |
| Grade: <u>5</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 79 | 92 | 87 | 89 | 89 |
| Number of students tested | 43 | 43 | 52 | 42 | 48 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 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: Even though 16% of the student population is Hispanic, CKS does not have more than 10 students that are Hispanic in any one grade level.

In 2013 CKS took the Iowa Assessments; in all previous years (2009-2012) CKS took the Iowa Test of Basic Skills.

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Iowa Assessments</u> |
| Grade: <u>6</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 80 | 87 | 81 | 86 | 84 |
| Number of students tested | 41 | 53 | 46 | 48 | 49 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 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: Even though 16% of the student population is Hispanic, CKS does not have more than 10 students that are Hispanic in any one grade level.

In 2013 CKS took the Iowa Assessments; in all previous years (2009-2012) CKS took the Iowa Test of Basic Skills.

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Iowa Assessments</u> |
| Grade: <u>7</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 80 | 83 | 85 | 86 | 88 |
| Number of students tested | 52 | 51 | 48 | 47 | 51 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 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: Even though 16% of the student population is Hispanic, CKS does not have more than 10 students that are Hispanic in any one grade level.

In 2013 CKS took the Iowa Assessments; in all previous years (2009-2012) CKS took the Iowa Test of Basic Skills.

REFERENCED BY NATIONAL NORMS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>Iowa Assessments</u> |
| Grade: <u>8</u> | Edition/Publication Year: <u>2011</u> |
| Publisher: <u>Riverside Publishing</u> | Scores are reported here as: <u>Percentiles</u> |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Oct | Oct | Oct | Oct | Oct |
| SCHOOL SCORES | | | | | |
| Average Score | 79 | 88 | 86 | 88 | 82 |
| Number of students tested | 47 | 45 | 48 | 49 | 44 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 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: Even though 16% of the student population is Hispanic, CKS does not have more than 10 students that are Hispanic in any one grade level.

In 2013 CKS took the Iowa Assessments; in all previous years (2009-2012) CKS took the Iowa Test of Basic Skills.