

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

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

Name of Principal Dr. Francine Gagne

(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 3401 Tidewater Dr

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

City Norfolk State VA Zip Code+4 (9 digits total) 23509-1297

County Norfolk State School Code Number\* \_\_\_\_\_

Telephone 757-625-4951 Fax 757-623-5212

Web site/URL http://www.ctkparish.org E-mail info@ctkparish.org

Facebook

Twitter Handle \_\_\_\_\_ Page https://www.facebook.com/pages/Christ-the-King-Catholic-School/119596668056627 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\*Mrs. Francine Conway E-mail: fconway@richmonddiocese.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 Mrs. Sandra Craine-Gonzalez, J.D.  
(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**

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**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

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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. 4 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                  | 29         | 31           | 60          |
| K                     | 15         | 14           | 29          |
| 1                     | 13         | 18           | 31          |
| 2                     | 14         | 16           | 30          |
| 3                     | 19         | 13           | 32          |
| 4                     | 12         | 16           | 28          |
| 5                     | 8          | 16           | 24          |
| 6                     | 13         | 13           | 26          |
| 7                     | 25         | 3            | 28          |
| 8                     | 13         | 11           | 24          |
| 9                     | 0          | 0            | 0           |
| 10                    | 0          | 0            | 0           |
| 11                    | 0          | 0            | 0           |
| 12                    | 0          | 0            | 0           |
| <b>Total Students</b> | 161        | 151          | 312         |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 8 % Black or African American
  - 7 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 73 % White
  - 9 % 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: 4%

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

| <b>Steps For Determining Mobility Rate</b>   | <b>Answer</b> |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year             | 5             |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year | 10            |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 15            |
| (4) Total number of students in the school as of October 1   | 337           |
| (5) Total transferred students in row (3) divided by total students in row (4)   | 0.045         |
| (6) Amount in row (5) multiplied by 100  | 4             |

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 8 %  
 Total number students who qualify: 28

9. Students receiving special education services: 4 %  
12 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>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>10</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

|   | <b>Number of Staff</b> |
|---|------------------------|
| Administrators  | 2                      |
| Classroom teachers  | 22                     |
| Resource teachers/specialists<br>e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.  | 7                      |
| Paraprofessionals   | 5                      |
| Student support personnel<br>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 14:1

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

| <b>Required Information</b> | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 99%       | 97%       | 97%       | 98%       | 97%       |
| 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

| <b>Post-Secondary Status</b>                  |    |
|---|----|
| 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.

15. Please summarize your school mission in 25 words or less: Christ the King Catholic School provides a Christ-centered, safe and competitive learning environment dedicated to preparing students for life in the 21st century.

## **PART III – SUMMARY**

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Christ the King Catholic School (CTK), centrally located in Norfolk, Virginia, is a parish school of the Catholic Diocese of Richmond. The school opened in 1954 staffed by the Franciscan Sisters of Baltimore. The CTK families are economically, racially, religiously, and geographically diverse, in spite of the fact that CTK is a parish school. Students come, not only from Norfolk, but also from Virginia Beach, Portsmouth, Chesapeake, and Suffolk. Among the parents, all branches of the armed forces are represented as well as blue collar and white collar workers.

CTK's mission is to welcome all children into the parish school, offering them an excellent, competitive, and safe academic environment, rooted in the Catholic tradition, where they can grow in spirit, heart, mind, and body. Children may enter CTK as early as three years old and may remain through 8th grade. The pre-school and extended care programs are state-licensed and operate twelve months of the year. The extended care program opens at 6:00 a.m. and closes at 6:00 p.m. to better serve the families.

CTK's traditions define our spirit and culture. The day begins with morning assembly in the school gym where students from K – 8, teachers, staff, and many parents gather for prayer and brief reflection on the Gospel of the day, the Pledge of Allegiance to the flag, and the Peacemaker Pledge which is central to our anti-bullying program. As parents go off to work or linger to socialize over coffee, students and teachers move to classrooms to begin the academic day. Once a week, the school celebrates Mass with the parish community. Once a month after Mass, CTK honors a student from each homeroom who exemplifies the peacemaker virtue of the month. These virtues include hospitality, generosity, gratitude, joy, and acceptance. Other religious events and experiences, such as Faith Day, Living Rosaries, Las Posadas, Holy Week celebrations, and service opportunities, help both students, teachers, and parents live faith in non-liturgical ways.

Veterans Day is always celebrated with a special assembly and color guard from the US Navy or ROTC midshipmen. Both active duty and veteran moms and dads proudly attend with the students and staff. Among the school's many service projects is collecting needed items, visiting, and entertaining veterans at the local VA hospital.

CTK provides many intergenerational activities including the Mother-Son and Father-Daughter dances, and Lunch with Grandparents during the bi-yearly book fairs. Parents and students demonstrate their school pride with an attractive float and spirited participants in Norfolk's annual St. Patrick's Day Parade. The spring musical showcases the amazing talent of CTK students across the grade levels as well as the creativity of parents who paint backdrops and build sets.

CTK parents also share professional expertise to enhance the learning experience. A parent who is a civil engineer started the Engineering Club in 2013-14. The first year's culminating project was a successful rocket launch. About 40 Middle School students faithfully participated twice a month throughout the year.

Teachers take advantage of the historical and environmental resources of the area to enrich the curriculum. Among the places visited annually are Jamestown, Williamsburg, The Living Museum, the Air and Space Museum, the Virginia Aquarium, the Chrysler Museum, and First Landing State Park. The middle school students participate in the Chesapeake Bay Watershed program at progressive levels. The 6th and 7th grades participate in wetland restoration in the Back Bay or Elizabeth River areas. The 8th graders go out on the Lafayette River to take notes, net, and examine species in our local river.

Students look forward to the traditions of 8th grade that prepare them for the academic and personal challenges of high school. The High & Low Ropes activities off campus promote team building and challenge our students physically and mentally. The Weekend Retreat is a spiritual event that energizes faith and encourages students to continue their faith journey by connecting to their church youth groups. "Homeless Night" helps students experience what it is like to go without food and spend the night in a makeshift cardboard box for shelter.

Over the past several years, the school has focused on standardized test scores, computer-adaptive assessments, and achievement in class to better determine curriculum goals in core subjects and benchmarks for growth on an individual and class basis. Flexible grouping in reading and math has allowed more opportunity to focus on individual needs and to differentiate instruction appropriately. Teachers receive ongoing training in assessments, the differentiation mindset, and inquiry-based teaching/learning (STEM).

After 60 years, CTK remains true to its identity as an urban Catholic school, mindful of the successful strategies of our long history, but eager to embrace new opportunities that will inspire future generations of learners. CTK School was founded on faith, strong academics, and service and these pillars are still standing strong today.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

CTK School offers a rigorous academic program that is set forth in the Consensus Curriculum of the diocesan Office of Catholic Schools. The curriculum presents the standards required in each subject and offers web-based resources to support and enhance the learning needs of students. The curriculum is designed by the Master Curriculum Council, a group of teachers and administrators from across the diocese, and each subject area is reviewed on a cyclical basis.

The school's language arts curriculum focuses on individual skills in phonics, grammar, reading, and writing at each grade level, while also maintaining an emphasis on reading and writing across the curriculum. The Reading Street program, adopted in 2010-11 for grades K – 6, provides a multisensory introduction to reading and writing instruction, presenting songs and games that emphasize specific skills taught at each grade level. Skills are presented in a cyclical approach, with review each week of the previous week's skills and a return to each skill after 4 or 5 weeks, reinforcing and increasing the depth of knowledge. Leveled reading activities enhance learning for all students. Students performing below grade level may also benefit from fresh read activities that assist students in reading comprehension or from additional direct instruction by our Resource teacher or Title I Bypass teacher where eligible. Students performing above grade level are given more challenging readings and are encouraged to write at a more descriptive and technical level. As students advance through grade levels, they move from learning to read to reading to learn, and research skills and mechanics that students learn serve them across the curriculum. Grades 7 and 8 continue with a focus on grammar and writing skills and use novel study and Prentice Hall Literature to explore writing styles and genres of literature. All levels use the Accelerated Reading (AR) program to promote vocabulary, comprehension, and reading enjoyment.

The mathematics program offers a challenging continuum that begins in Kindergarten when students learn important number sense using subitizing skills and continues through the elementary grades, offering opportunities to work with a variety of manipulatives. Through all the grade levels, students explore Algebra and Geometry concepts, patterns and number relationships, and problem-solving. Computer programs such as Math Facts in a Flash, from Renaissance Learning, help students develop automaticity in foundational skills. SMART boards in each room provide additional interactive opportunities for all students. Pre-assessments and computer-adaptive testing results provide data to assist with grouping and differentiation of instruction to help all students experience growth and success. Middle school math offers opportunities for accelerated learning where eligible students may take Algebra I and Geometry for high school credit. Small class sizes provide teachers with more direct instruction time to students at different learning levels.

The science curriculum is designed to stimulate curiosity and to develop morally responsible, scientifically literate citizens. This curriculum stresses the process of science as a way of learning and further emphasizes that scientific knowledge is always subject to change based upon new discoveries and additional knowledge. Through hands-on, engaging science lessons, students and teachers work to create an understanding of the natural world around them. Additionally, authentic learning experiences in the field, such as the Chesapeake Bay Watershed and Elizabeth River Projects are building awareness of the need to protect the environment for future generations. The K-8 science curriculum is embedded with technology, engineering, art, and math concepts that allow multiple modes for learning foundational skills. A well-equipped science lab allows middle school students to do experiments and projects in a safe environment. Furthermore, our teachers receive ongoing professional development during faculty meetings in implementing STEAM concepts into their lessons. Teachers are organized by grade bands, K-2, 3-5, and 6-8 to learn and share STEAM best practices, lessons, and activities.

The social studies curriculum encourages students to explore the historical, political, and geographic climate of the world from both a secular and a Catholic perspective. CTK integrates the resources of the area through field trips to Jamestown, Williamsburg, Yorktown, and the Holocaust Museum in Richmond. Cross-curricular activities expand the program, as students use research skills to explore history and civics.

Online interactive programs such as virtual field trips and mapmaking applications allow students to enrich their understanding of Social Studies.

The preschool program uses The Investigator's Club Prekindergarten Learning System as a means to deliver the following curriculum focus areas: oral language development, phonological awareness, math, science, reading and writing, physical education, music, art, and religion. Each focus area is explored and expanded upon by using an inquiry-based approach and by providing a print-rich environment to encourage and stimulate oral language development and reading skills.

The core curriculum areas are closely aligned with the K-3 academic standards of the school and the diocese. Children moving to kindergarten from the preschool program successfully meet and often exceed academic expectations.

## **2. Other Curriculum Areas:**

CTK students enjoy an art and a music class in their weekly schedule in grades K – 6. Students in grades 7 and 8 have elective classes where art and/or music may be integrated. The art curriculum includes appreciation of styles from various artists, cultures and times as well as theory and technique with color, lines, texture, shape, and form at progressive levels. The year culminates with an Art Show where student work is displayed for the community to enjoy. The Art Club, an extracurricular activity, gives students additional opportunities to develop talent in the visual arts. Students in 7th and 8th grade can apply art in yearbook design and photography in Yearbook class or filming and film editing in the Broadcasting class that operates in the school's Broadcast studio. The 8th grade STEAM elective integrates art techniques in their hand-on projects and mural drawing.

The music curriculum includes appreciation, vocal knowledge and performance, instrument knowledge and performance, rhythm and movement, tonal content and skills, historical and cultural context, and theory and composition. Four choral groups enhance the classroom experience with more opportunities to learn, practice, and perform. The groups include Cub Chorus for grades 1 and 2, Intermediate Chorus for grades 3, 4, and 5, and Show Choir for middle school students who wish to audition. These groups are highlighted at assemblies and Christmas programs. The Mass choir sings at the weekly school liturgy.

The spring musical became a new tradition in May 2014 with the performance of "Beauty and the Beast." It was so well done and received that auditions for May 2015's "The Sound of Music" were packed with both male and female students eager to show their talent.

All students are scheduled for physical education/health classes twice a week. The curriculum includes physical and mental wellness, nutrition, movement exploration, disease prevention and control, stress management, individual, dual, and team sports, lifetime activities, and growth and development.

Christ the King School is in compliance with the program's foreign language requirements. From kindergarten through 5th grade, students have Spanish class once a week with a native-speaking instructor. In 6th grade, students have class three days a week. In 7th grade, students have Spanish class daily for Spanish I high school credit. In 8th grade, students polish their skills with class three days a week to be prepared for Spanish II in high school. The focus is on the skills of reading, writing, listening, speaking, and Hispanic culture.

Technology is not taught in isolation but rather by integration. Each class is scheduled to use the computer lab at least once a week from pre-K through 8. The technology staff assist teachers in implementing lessons that may include using a Google application, blogging, creating a Prezi, graphing, and researching. Each classroom has a Smart Board and applications can be brought directly to the students when whole class participation or lesson material is needed. Students in 8th grade receive iPads to be able to access textbook applications, do research, and use applications specific to a curriculum area. A laptop cart is available to other grade levels. The technology plan includes issuing Chromebooks to 7th grade students in the 2015-16 school year. All classes, grades 2 – 6, have 2Know Responders for Math Facts in a Flash. In 7th grade, all students take Advanced Technology three days a week to learn more applications and programs not

presented earlier. The 8th grade students may choose to take the Broadcasting elective, offered three days a week, where they learn to use video, audio, and video editing equipment and to operate the studio, complete with a green screen. Classes at all levels go to the studio to produce DVDs of projects and presentations. Broadcast students also videotape events such as the Christmas program.

Religion is a core course in CTK's curriculum. Students learn about Scripture and the history and fundamental truths of the Catholic faith. They also participate in opportunities to put faith in action through service. They support two local food pantries, the VA Hospital, diocesan mission projects, and Catholic Relief Services. Prayer experiences, liturgical and non-liturgical, give the students and teachers an opportunity to reflect on faith in life.

### **3. Instructional Methods and Interventions:**

Christ the King Catholic School uses instructional approaches, methods and interventions that ensure each student masters grade-level learning standards. Teachers recognize that today's learner is diverse in background and readiness. Students do not arrive in the classrooms with the same skill set or prior knowledge.

Teachers use pre-assessments in the beginning of the school year to place students in groups where they maximize their potential. These include baseline reading tests, fluency tests, and math review assessments. They then plan instructional goals based on the individual needs of the students. The ultimate goal is individual growth from the baseline to the end of the year assessment.

Math and reading teachers use a tiered instructional process to differentiate our instruction. For example, in reading, we have an above level tier, grade level tier, and below grade level tier. Each reading group receives a unique and specialized set of lessons based on their readiness level and learning levels. The above level tier may be challenged with an inference based lesson that explores in depth character analysis of a leveled story. The grade level tier may use shared reading in a small group setting that may include echo reading to model fluency. The below grade level tier will use guided reading that strengthens comprehension and vocabulary.

Students who have learning accommodations receive explicit instruction including assistance with directions and step by step strategies to achieve success. These strategies are repeated daily and create a routine that many students need to be successful. For example, graphic organizers are used in writing to start stories. These organizers ask leading questions that unblock the writer's creativity.

CTK's technology-based support includes Brain Pop and Smart Board interactive lessons. This meets the needs of both visual and kinesthetic learners. The Smart Board lessons allow learners who are not engaged the opportunity to get up out of their seat and use a technique that makes the curriculum work in their favor.

The Scantron Performance Series assessments include a diagnosis of instructional needs that the teacher can use to make instructional adjustments following the fall and winter testing periods.

The instructional methods used are very balanced. Teachers are evolving in their techniques. Instructional groups are fluid, and teachers are always willing to move students to the next level when they are ready. The forward thinking of the faculty promotes an open learning environment.

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

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### **1. Assessment Results Narrative Summary:**

Until this 2014-15 academic year, Terra Nova 3 had been the norm-referenced test mandated for grades 3, 5, and 7 throughout the Diocese of Richmond. The diocese set 75 as the benchmark score on all tests administered. Christ the King School raised the benchmark for the 2013-14 school year to 80 and has consistently tested all students from grades 1 through 7.

Reading and language historically have been the school's strongest areas of performance in the standardized testing program. With the exception of reading in sixth grade in the 2009-10 school year (63), and in fourth grade in 2012-13 (63), CTK School has surpassed the Blue Ribbon School's cut scores in reading. CTK has surpassed or equaled the diocesan benchmark of 75 in all but the following instances: seventh grade in 2010-11 (72), sixth grade in 2009-10 (63), fifth grade in 2009-10 (70) and in 2010-11 (69), and fourth grade in 2012-13 (63). All grades, with the exception of sixth (76) exceeded the higher benchmark of 80 in 2013-14. All grade levels exceeded the BRS's cut scores in the 2013-14 testing year in both math and reading.

Math has been the targeted area for growth for the past three years. Fourth and sixth grades have struggled to consistently achieve the diocesan testing benchmark. However, with staffing adjustments and with a focus on fluency, differentiation, and progress monitoring, they surpassed the diocesan benchmark in the 2013-14 testing. Third, fifth, and seventh grades achieved or exceeded the higher benchmark of 80. In order to promote math, a Mathletes Club, which competes in the Catholic Math League, was established in 2013-14. In the first year of competition, CTK School was first in two grade levels (3rd and 5th) in the regional divisions at both school and individual student levels. The third grade student was also the national winner.

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

In addition to the Terra Nova 3 in grades one through seven, CTK School has administered Renaissance Learning's Star Enterprise Reading and Math assessments. These computer-adaptive assessments, along with Terra Nova, have assisted teachers in making decisions about grouping, differentiation of instruction, and interventions. The Accelerated Reading program has helped to improve reading comprehension and enjoyment among students at all levels. The Star Early Literacy Enterprise assists teachers in diagnosing difficulties with literacy and numeracy for students in kindergarten and first grade and to plan for instruction. The Star Enterprise Reading, Math, and Early Literacy have been administered several times a year and the results have been shared with parents. At the end of the year, results are compared with Terra Nova reading and math scores as well as achievement in class (report cards) to get a more complete profile of individual student performance.

Beginning this 2014-15 academic year, the Diocese discontinued the Terra Nova 3 testing and adopted the Scantron Performance Series. The fall administration of this computer-adaptive test was very smooth and all but one grade level scored at or above the 80th percentile in reading.

Teachers use pre-assessments, formative assessments, and summative assessments to monitor student growth. Pre-assessments are used especially by math and reading teachers at the beginning of the year to plan for instruction and to group students for differentiation. A variety of formative assessments are used by teachers to determine if students have achieved the learning targets. These include drills, quizzes, journal writing, teacher observations of student work, dry erase boards, homework, Think-Pair-Share, among others. Summative evaluations include chapter or unit tests and major projects. Parents have regular access to grades through School Speak, our parent portal. Students receive trimester report cards. Honors Assemblies are held after each report card to recognize and encourage student achievement.

## **Part VI School Support**

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### **1. School Climate/Culture**

CTK School recognizes and values the importance of engaging and motivating all students to ensure their social, emotional, and academic growth by providing a positive, safe, and enriched environment. Each day begins with an assembly in the gym of students in grades K - 8 for a very brief reflection of the Gospel of the day and how it applies to our lives, the Pledge of Allegiance, and the school's Peace Pledge. In the announcements that follow, the principal highlights individual, team, club, or class successes, large or small. New students are welcomed to the school community and students visiting for the day are acknowledged. Many parents join the school community for assembly and recognition of student accomplishments.

Once a month, A Peacemaker Ceremony recognizes a student from each homeroom who has been selected by the teachers and/or classmates for reflecting the virtue of the month. The student is called forward and a brief description of how that student models the virtue is read. A group picture is taken for the yearbook and the student receives a pin, a copy of what was read, and a sign for the lawn stating - "I am a peacemaker at Christ the King School."

Opportunities for students at CTK continue to increase in sports, the arts, and academic areas to expand their interests, and help students discover/develop their talents and interact with each other socially. Some of these opportunities are Girls on the Run, Ecology Club, Mathletes, Forensics, Girl Scouts, Boy Scouts, Art Club, Student Council, National Junior Honor Society (NJHS), band, choral groups, and seven different organized sports.

Student academic achievement is recognized through the three-tiered honor roll and Honors Assembly held at the end of each trimester. At the final assembly, in addition to the Honor Roll, outstanding achievements in activities such Mathletes, Forensics, and Engineering Club are highlighted.

CTK teachers are recognized at morning assembly for their participation and accomplishments in activities. At faculty meetings, the principal recognizes the big and little things that teachers do to support the students. The principal provides substitutes and encourages teachers to attend workshops during the school day and to participate on local and diocesan committees. The PTO and administration sponsor luncheons during the year and breakfast treats to brighten busy days and to express appreciation for teachers do.

### **2. Engaging Families and Community**

Christ the King School (CTK) uses a network of resources, including a communication portal, School Speak, to interact with our families. This electronic bulletin board allows us to post grades, homework assignments, and announcements from the classroom and the school community. The school frequently shares links to instructional supplemental materials that may be of interest to parents. This includes private YouTube channels that can only be accessed by a parent who has logged in to School Speak.

CTK values the professional expertise of parents. They are welcome to share their talents with students as guest speakers or guest instructors during the school day and as facilitators for extracurricular activities in the evenings. Parents can also serve as library assistants or judges for the Spelling Bee or other academic competitions. After school clubs such as the Ecology Club, Yearbook, the Engineering Club, the spring musical, and the Forensics Club also enjoy parent support.

School clubs and classes reach out to the community as well, engaging in service projects that enrich the lives of students and fill needs within the community. National Junior Honor Society helps Christ the King Church support NEST (Norfolk Emergency Shelter Team), a group of churches that house the homeless every year. Middle school science students assist the Chesapeake Bay wetland restoration project.

Girl Scout and Boy Scout Troops meet regularly in the school building. The school and parish sponsor

seven competitive sports that involve the majority of students and many parents who serve in coaching and in other support capacities. Many Eagle Scout candidates have done projects that have benefited and improved the school. The Athletic Association has also supported school improvements, such as the renovation of lobby restrooms.

CTK partners with the Eastern Virginia Medical School's Art Therapy Program to have an intern each semester who works with students, under the supervision of the principal and medical school supervisor, who can benefit from this service.

The school has also partnered with Old Dominion University for student teachers and observers and with the College of William and Mary in their grant project to improve math instruction. These partnerships are always mutually beneficial.

### **3. Professional Development**

CTK's leadership is passionate about professional development, life-long learning, and the need to keep educators dynamic in their teaching areas. The principal encourages individual teachers and groups to attend workshops and conferences in their content areas. She also encourages them to pursue grant opportunities, partnerships, service on the diocesan Master Curriculum Council, and other committees such as the diocesan Assessment Committee. Involvement in professional development opportunities and trainings promotes professional discussion, sharing, interaction, and growth of both teachers and students alike.

To stimulate math achievement, consultants from Renaissance Learning presented workshops to help teachers maximize the Star Enterprise Math and Math Facts in a Flash programs. Star Enterprise Math has been replaced by the Scantron Performance Series for which training is provided on an ongoing basis at faculty meetings and work days. A second grade teacher was encouraged to apply for an opportunity to partner with the College of William and Mary as a member of the Tidewater Team to Improve K-2 Mathematics Achievement. This year-long commitment included graduate course work in math and exploration of research-based approaches to developing number sense, especially in high risk K-2 students. She has shared extensive resources on formative assessments to inform instruction and monitor student understanding and progress.

Two teachers attended the Math Plus Conference in Boston last summer and shared what they learned with other teachers during an in-service day. The sharing has continued beyond the in-service day to a more ongoing and informal sharing of best practices among teachers.

The diocese has hired consultants to train trainers representing different grade levels from each school in inquiry-based learning. CTK's trainers have time at each faculty meeting to share theory, research, and resources to assist teachers with the implementation of this strategy.

A CTK teacher who is a certified reading specialist has presented workshops on early literacy development to the preschool staff. The most recent focused on using assessment-based instruction for emergent readers. She continuously interacts with the language arts teachers on such topics as word study and assessment of reading skills.

The middle school science teacher was a Science Communication Fellow on the research vessel Nautilus ([www.nautiluslive.org](http://www.nautiluslive.org)) in 2014. Fellows bring their experience back to the classroom in the form of engaging lesson plans and activities from their time at sea aboard Nautilus. She is a STEM/Inquiry-based Learning trainer/leader in the school. She has also participated in the Jefferson Lab Science Activities for Teachers Program (JSAT).

#### **4. School Leadership**

The leadership of CTK School consists of a pastor, principal, and assistant principal. The pastor of Christ the King Church, who is a Ugandan missionary, is very present to and supportive of the principal. The positive relationship promotes growth and movement forward. The principal supervises the support and professional staff and participates on the Parish Council, Parish Finance Committee, and Parish Staff to coordinate efforts and relationships between the school and parish. The assistant principal, in addition to teaching her history, civics, and religion classes in Middle School, supervises the preschool and extended care programs where she also has an endorsement. Her dual responsibilities provide a natural link between the preschool and the K-8 school curriculum which can easily be overlooked.

A School Advisory Board supports the efforts of the school leadership in the areas of finance, development, facilities, and strategic planning. The board membership consists of parents, parishioners, and alumni whose primary vision and concern is to provide the best educational environment and experience possible for CTK students. For example, the school had the opportunity to receive matching funds from the diocese to replace windows in the school. The facilities committee provided the engineering and construction expertise to make a convincing case for support.

The principal empowers teachers with talent and expertise in instructional areas to attend professional development training sessions and take leadership in curriculum committees for specific grade levels. Teachers form learning communities among grade levels and work together to implement strategies for inquiry-based learning and math fluency. The teachers on the school's assessment team attend training sessions and in turn provide continuous support to the teachers as the school implements the new norm-referenced, computer-adaptive testing program. With a lean administrative staff, teacher empowerment promotes professional discussion and growth in the school.

The principal works closely with the PTO to foster community by engaging parents in a variety of activities that enrich the student experience. For example, every year before Christmas, they organize items for purchase and parent volunteers for "Frosty's Workshop" where the children can Christmas shop for their families and learn to manage and stretch their spending money at the same time.

The principal also engages other parents and stakeholders with expertise to support student activities such as Yearbook and the Engineering Club. The principal, who is bi-lingual, works with the Hispanic families in the school as they endeavor to share their culture with other CTK families.

## **PART VII - NON-PUBLIC SCHOOL INFORMATION**

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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**

| <b>Grade</b> | <b>Amount</b> |
|--------------|---------------|
| K            | \$5650        |
| 1            | \$5650        |
| 2            | \$5650        |
| 3            | \$5650        |
| 4            | \$5650        |
| 5            | \$5650        |
| 6            | \$5650        |
| 7            | \$5650        |
| 8            | \$5650        |
| 9            | \$0           |
| 10           | \$0           |
| 11           | \$0           |
| 12           | \$0           |

4. What is the educational cost per student?      \$7324  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$1089
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      5%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      39%

## PART VIII - ASSESSMENT RESULTS

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### REFERENCED BY NATIONAL NORMS

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>              | <b>Test:</b> <u>Terra Nova 3rd Ed.</u>                 |
| <b>Grade:</b> <u>3</u>                   | <b>Edition/Publication Year:</b> <u>2007</u>           |
| <b>Publisher:</b> <u>CTB McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Mar       | Apr       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 87        | 77        | 75        | 80        | 75        |
| Number of students tested                  | 30        | 24        | 29        | 29        | 28        |
| 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         |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>              | <b>Test:</b> <u>Terra Nova 3rd Ed.</u>                 |
| <b>Grade:</b> <u>4</u>                   | <b>Edition/Publication Year:</b> <u>2007</u>           |
| <b>Publisher:</b> <u>CTB McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Mar       | Apr       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 77        | 54        | 75        | 73        | 70        |
| Number of students tested                  | 21        | 27        | 27        | 29        | 30        |
| 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         |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:** The math score for 2012-13 (54) was not consistent with the scores for that same class for previous Terra Nova testings. Individual student scores were also not consistent. It appeared to be an issue with the teacher not pacing instruction and not preparing the students for testing.

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>              | <b>Test:</b> <u>Terra Nova 3rd Ed.</u>                 |
| <b>Grade:</b> <u>5</u>                   | <b>Edition/Publication Year:</b> <u>2007</u>           |
| <b>Publisher:</b> <u>CTB McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Mar       | Apr       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 80        | 78        | 77        | 77        | 68        |
| Number of students tested                  | 21        | 29        | 34        | 35        | 14        |
| 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         |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>              | <b>Test:</b> <u>Terra Nova 3rd Ed.</u>                 |
| <b>Grade:</b> <u>6</u>                   | <b>Edition/Publication Year:</b> <u>2007</u>           |
| <b>Publisher:</b> <u>CTB McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Mar       | Apr       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 77        | 69        | 63        | 66        | 59        |
| Number of students tested                  | 32        | 28        | 30        | 12        | 29        |
| 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         |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Math</u>              | <b>Test:</b> <u>Terra Nova 3rd Ed.</u>                 |
| <b>Grade:</b> <u>7</u>                   | <b>Edition/Publication Year:</b> <u>2007</u>           |
| <b>Publisher:</b> <u>CTB McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Mar       | Apr       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 80        | 72        | 82        | 65        | 76        |
| Number of students tested                  | 24        | 28        | 12        | 31        | 22        |
| 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         |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>       | <b>Test:</b> <u>Terra Nova 3rd Ed.</u>                 |
| <b>Grade:</b> <u>3</u>                   | <b>Edition/Publication Year:</b> <u>2007</u>           |
| <b>Publisher:</b> <u>CTB McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Mar       | Apr       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 81        | 78        | 77        | 77        | 81        |
| Number of students tested                  | 30        | 24        | 27        | 29        | 28        |
| 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         |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>       | <b>Test:</b> <u>Terra Nova 3rd Ed.</u>                 |
| <b>Grade:</b> <u>4</u>                   | <b>Edition/Publication Year:</b> <u>2007</u>           |
| <b>Publisher:</b> <u>CTB McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Mar       | Apr       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 83        | 63        | 83        | 78        | 78        |
| Number of students tested                  | 21        | 27        | 27        | 29        | 30        |
| 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         |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>       | <b>Test:</b> <u>Terra Nova 3rd Ed.</u>                 |
| <b>Grade:</b> <u>5</u>                   | <b>Edition/Publication Year:</b> <u>2007</u>           |
| <b>Publisher:</b> <u>CTB McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Mar       | Apr       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 82        | 80        | 76        | 69        | 70        |
| Number of students tested                  | 21        | 29        | 34        | 35        | 14        |
| 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         |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>       | <b>Test:</b> <u>Terra Nova 3rd Ed.</u>                 |
| <b>Grade:</b> <u>6</u>                   | <b>Edition/Publication Year:</b> <u>2007</u>           |
| <b>Publisher:</b> <u>CTB McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Mar       | Apr       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 76        | 82        | 75        | 75        | 63        |
| Number of students tested                  | 32        | 28        | 30        | 12        | 29        |
| 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         |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

|  |  |
|--|--|
| <b>Subject:</b> <u>Reading/ELA</u>       | <b>Test:</b> <u>Terra Nova 3rd Ed.</u>                 |
| <b>Grade:</b> <u>7</u>                   | <b>Edition/Publication Year:</b> <u>2007</u>           |
| <b>Publisher:</b> <u>CTB McGraw Hill</u> | <b>Scores are reported here as:</b> <u>Percentiles</u> |

| School Year                                | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month                              | Mar       | Apr       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES</b>                       |           |           |           |           |           |
| Average Score                              | 83        | 75        | 84        | 72        | 78        |
| Number of students tested                  | 24        | 28        | 12        | 31        | 22        |
| 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         |
| <b>SUBGROUP SCORES</b>                     |           |           |           |           |           |
| <b>1. Other 1</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>2. Other 2</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |
| <b>3. Other 3</b>                          |           |           |           |           |           |
| Average Score                              |           |           |           |           |           |
| Number of students tested                  |           |           |           |           |           |

**NOTES:**