

U.S. Department of Education
2017 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. Sean Foster

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

Official School Name Central Catholic High School

(As it should appear in the official records)

School Mailing Address 1201 Airport Road

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

City Bloomington State IL Zip Code+4 (9 digits total) 61704-2534

County McLean

Telephone (309) 661-7000 Fax (309) 661-7010

Web site/URL http://www.blmcchs.org E-mail farnolts@blmcchs.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Sharon Weiss E-mail sweiss@cdop.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Catholic Diocese of Peoria Tel. (309) 671-1550

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Mike O'Donnell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

1. The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct. 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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as “persistently dangerous” within the last two years.
9. 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.
10. 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.
11. 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.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	45	33	78
10	41	45	86
11	35	38	73
12 or higher	37	43	80
Total Students	158	159	317

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school 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, 2015 until the end of the 2015-2016 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2015	322
(5) Total transferred students in row (3) divided by total students in row (4)	0.012
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 18

8. 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 conditions. It is possible that students may be classified in more than one condition.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</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

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers including those teaching high school specialty subjects	27
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	0
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 12:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	97%	97%	96%	97%
High school graduation rate	100%	99%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	73
Enrolled in a 4-year college or university	84%
Enrolled in a community college	14%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	0%
Other	1%

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

As a Christ-centered community, rooted in the Catholic faith, we promote lifelong learning along with spiritual, personal, and academic excellence in a safe environment while fostering respect, responsibility, and integrity.

PART III – SUMMARY

In 2016, Central Catholic High School (CCHS) began its 130th school year. CCHS is situated in the twin communities of Bloomington, IL and Normal, IL and is one of five high schools in the Bloomington-Normal area. Bloomington-Normal is a diverse community that is home to Illinois State University, Illinois Wesleyan University, Heartland Community College and the corporate offices for State Farm Insurance and Country Insurance and Financial Services. Bloomington-Normal is surrounded by business, industry and agriculture. CCHS is the only secondary school in McLean County IL that is based on the teachings and philosophies of the Roman Catholic Church. Through the hard work and generosity of a capital campaign, CCHS was able to open the doors of a new school campus in 2003. This comprehensive, co-educational, four-year high school with a college-preparatory emphasis has a current enrollment of 317 students for the 2016-2017 school year.

implemented a new teacher mentoring program. A new teacher is paired with an experienced teacher that assists them throughout the year. New teachers meet monthly with administration to reflect upon the year as well as ask questions about current issues, teaching methods and upcoming events.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Central Catholic High School is a Christ-centered environment. The comprehensive college-preparatory curriculum meets diocesan, state and AdvancEd accreditation standards. Our commitment to academic excellence pushes teachers and students beyond recall knowledge to apply critical thinking skills in a 21st century learning environment. Our curriculum is designed so that students become increasingly competent at demonstrating their knowledge, creativity and problem-solving skills through creative expression and collaboration with and without technology.

CCHS offers opportunities in faith development for students to engage them in the global society. Service learning is a key component of the curriculum as it is taught both in the classroom and through a practical application of service to the local community. This component of the curriculum at CCHS provides students with tools to be lifelong learners and productive members of society.

Four years of English are a graduation requirement at CCHS. English classes at CCHS offer students the opportunity to critically read and interpretatively write in an assortment of courses that provide both fiction and nonfiction readings for students to study. With each English course students are expected to read with understanding and fluency, to write to communicate for an assortment of purposes, and to listen and speak effectively in a variety of situations. Critical reading and analytical writing skills scaffold with each level of English class. The ultimate goal is for students to attain the skills needed to communicate effectively in post-secondary education and the professional world.

Mathematics classes at CCHS are designed to meet the needs of and challenge each student to reach their full potential in the study and understanding of mathematics. A comprehensive process correctly places students into the class that will ensure success in math. Math course offerings include the traditional track courses of Algebra, Geometry, Algebra 2, and Precalculus. Honors Algebra is offered in our facility to eighth-grade students enrolled in our feeder schools to meet the needs of gifted math students prior to their enrollment at CCHS. When these students successfully progress, they are able to take AP Calculus during their senior year. Although the state only requires three years of math, we encourage every student to take four years of math and offer courses to accommodate that goal. From algebra through advanced calculus, we encourage high-level critical thinking and problem solving skills.

Science classes at CCHS guide and challenge students to develop their reasoning, analytical and communication skills to the highest possible level. Three years of science are required for all CCHS students, beginning with a required biology course for each incoming freshman. Students frequently apply scientific inquiry methods by laboratory study and field investigations to supplement their study of the science standards. Course offerings range from traditional courses in biology, chemistry and physics to advanced and specialized courses. These include Advanced Biology, Advanced Chemistry, AP Chemistry, AP Physics, Forensic Science and Environmental Science. Each science course aims to improve students' fundamental knowledge of the universe, their application of scientific methods, and their ability to communicate effectively.

CCHS has a two and a half year social studies graduation requirement. Social studies course offerings include U.S. History, AP U.S. History, World Geography and History, Psychology, Sociology, Human Anthropology and Contemporary American History. Social Studies teachers encourage critical thinking and reasoning through analyzing primary and secondary documents, classroom debates and hands-on projects. One of the highlights of the curriculum is the annual Geography Fair, in which students celebrate the cultures of the world through a dynamic presentation experience. The community is invited to the school to participate in this unique event.

College Readiness

The curriculum at Central Catholic High School is designed to provide students with a diverse and challenging set of classes. The majority of electives are offered in the core subject areas of math, science,

English, social studies, and foreign language. While electives in non-core areas contribute to high school education, colleges expect students to have a strong foundation in the core areas. The curriculum at CCHS supports what colleges desire. To challenge our students beyond the core requirements, CCHS offers six advanced placement courses. Students are also given the opportunity to attend a local public school half a day every day in order to participate in a vocational education program. We believe that if we prepare every student for college, then they will have a foundation for success in any path they choose.

2. Other Curriculum Areas:

In order to offer a well-rounded, 21st century curriculum, Central Catholic High School offers a variety of robust courses beyond the core curriculum. This extended curriculum includes topics in the arts, music, foreign languages, physical education, and theology which allows students to express themselves in new ways and pursue various interests. These course offerings demonstrate that CCHS values both the traditional and contemporary academic philosophies; further, students are encouraged to experience both.

Students are offered four levels of visual arts. Art 1 is required of all freshmen. All other art classes are optional electives. Students have the opportunity to learn basic drawing and painting methods, ceramics, art history, printmaking and sculpture. At the higher levels, advanced painting, ceramic methods and traditional photography are offered. Students also have the opportunity to learn InDesign, layout design, digital photography and sales through the Journalism class.

Students are offered physical education and health nutrition with a goal to provide the tools for students to understand the importance of exercise and nutrition. Wellness is an elective that meets every day and is required for all freshmen and sophomores at CCHS. Students explore a variety of health topics including making healthy choices, mental health issues, social health, human development, nutrition and fitness, substance abuse, disease prevention, safety and first aid. All sophomores and seniors are certified in CPR and choking rescue upon completion of the class. Physical Education is instructed with an emphasis on providing our students with the tools and skills to be lifelong active adults.

Five levels of Spanish are offered for students in all grade levels that are interested in learning another language, want to meet a university entrance requirement, are interested in other cultures, and/or are preparing for a future career. These year-long elective courses meet daily for a full class period. The five-year curriculum is aligned and spirals to review content in new contexts and situations while focusing on the development of speaking, writing, reading, and listening skills in Spanish. Assessments in all four skill areas are used to track student progress and adjust instruction as necessary. Cultural studies are augmented through readings of modern Hispanic writers, culturally significant films, and investigation into social justice issues and current events. Central Catholic High School is in compliance with the program's foreign language requirements.

As a Catholic high school, all students take four years of theology, courses which incorporate challenging vocabulary and reading comprehension, historical research, and critical thinking. Theology is offered and required for students in all grade levels. In addition to the core theology classes, the Classic Christian Literature elective is offered to seniors interested in furthering their understanding of the Catholic faith. Students are able to learn the teachings of the Catholic Church through standards put forth nationally by the United States Conference of Catholic Bishops. Students are able to approach topics of faith along with the development of logic, critical thinking and the necessary relationship of faith and reason. Through the theology classes, students develop an understanding of how to live as good and responsible citizens, especially through the built-in requirement of community service based on the Works of Mercy.

CCHS is proud to have a vibrant music department. We currently offer Jazz Band, Concert Band, Chorus and Jazz Choir. Thirty-one percent of our students participate in one or more of these programs. Additionally, whereas many schools in the community are reducing resources to their music departments, CCHS is expanding in this area. An Orchestra Club has recently been established with the intention of incorporating it into the music curriculum in the future. Students also have the opportunity to play in a Pep Band at fall and winter sporting events.

CCHS provides students with the opportunity to acquire 21st century skills in the field of technology. Students can take classes with the technology director that prepare them for cyber security, networking and web design careers. Through a hands-on approach, students learn how to write code, set up secure networks and design web pages. Students are taught how to recognize global technological threats and how to combat those threats in the modern age.

3. Instructional Methods, Interventions, and Assessments:

Central Catholic High School strives each year to attain a 100 percent graduation rate and prepare every student to be college and career ready. In order to accomplish this goal, CCHS has implemented instructional strategies, interventions, and multiple assessment tools to ensure every student's needs are met.

Technology is used to support instruction in the classroom. Each classroom is equipped with a Smartboard and projector. Students are expected to bring a device to class as a part of the “Bring Your Own Device” program. Students also have access to a computer lab, printers, a wireless network, and an online grade book. Students and teachers use Google Apps for various academic and extracurricular purposes. To facilitate clear communication with students and parents regarding daily classroom lessons, each teacher posts weekly assignments and learning outcomes on a public Google Doc.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Central Catholic High School puts the spiritual, educational, psychological and social needs of the students first. CCHS is a small school within a big community and stakeholders view this as a strength that greatly benefits the students. CCHS has a 158:1 student-to-counselor ratio. This ratio is much lower than the other schools in the Bloomington-Normal area. The student-to-counselor ratio allows for the students to have a personal relationship with their counselor. Counselors work closely with students who need emotional support, and the close-knit relationship creates a productive working environment. Also, the school counselors play a vital role in preparing students for college through organized college visits, college application preparation and providing letters of recommendation for college applications. CCHS is a community within a school, where everyone values each other and is willing to support and encourage students to reach their full potential.

Central Catholic High School is a place where students' successes are celebrated inside and outside the classroom. For example, at the end of each year, the school provides an Honors Night for parents and students. Each honor is announced and celebrated for students in the graduating class. Celebrations such as these that commemorate the students' successes also serve as an important marketing opportunity.

Central Catholic High School emphasizes meeting high academic standards within the classroom. However, we strongly believe that school should be a place for students to explore activities outside the classroom. CCHS offers a wide variety of sports, clubs, academic teams and fine art programs. Approximately ninety percent of the student body is involved in at least one activity outside of the classroom. CCHS faculty and staff foster a safe, welcoming and warm environment where students feel comfortable showing and sharing their talents and abilities.

Central Catholic High School works tirelessly to ensure that teachers feel valued and supported. Under the direction of the assistant principal and a lead teacher, a new teacher mentoring program was organized. During monthly meetings new teachers are able to reflect, collaborate and ask questions. Following the implementation of a new evaluation rubric, teachers were given the opportunity to have a more active role in the evaluation process. At the beginning of the year the teachers were given the new evaluation rubric and were asked to complete a self-evaluation. The administration welcomes this type of collaboration with teachers. Committees and teams are often formed in order to discuss policy proposals that will affect all stakeholders.

2. Engaging Families and Community:

Central Catholic High School works extremely hard to engage the families and community members on a daily basis. A great deal of the success can be attributed to the dedication and support of the families and businesses in the community. Active involvement of all stakeholders is vital to the success of the mission of CCHS.

CCHS believes in creating strong communication ties with parents. In order to engage families, teachers post lesson plans and homework assignments on a Google Doc that is accessible to students and parents. CCHS has made it a priority to ensure timely feedback is given on homework assignments and other formal assessments. CCHS uses Skyward, an online gradebook, which has made communication with parents much easier. In addition, the Director of Admissions and Marketing sends out a weekly school spotlight newsletter called "At a Glance." "At a Glance" gives students, parents and community members a highlight of news, upcoming events, celebrations and notifications. It is sent electronically through email and is posted on the school website.

Social media provides a platform for formal, informal and informational communication and provides instantaneous feedback. CCHS uses multiple forms of social media in order to reach as many students, parents, alumni and community members as possible.

The parents of CCHS are extremely involved in the school culture. The Music Parents Association is a parent-run organization that raises money for the music department through year-round events. The Parents Club welcomes all CCHS parents as members. This group organizes activities such as teacher appreciation week, where meals are brought in and gifts are given to teachers. Groups such as these work closely with school administration to advance the school's programs and activities, both financially and organizationally.

CCHS has partnered with Heartland Community College in order to expand the curriculum. Through this partnership, CCHS is able to offer Psychology and Sociology courses to the students. Also, CCHS has partnered with a local public high school and their vocational center to give the students the opportunity to study vocational careers such as law enforcement, auto mechanics and nursing. Positive relationships within the community such as these greatly benefit the students.

Another way in which CCHS engages the community is through the School Advisory Committee. This committee is made up of parents and community members and meets regularly to advise school administration in matters such as marketing, finance, programs and building and grounds. We believe it is important to seek the opinions of a variety of stakeholders in these areas as we strategically plan for the future.

3. Professional Development:

The administration of Central Catholic High School understands the importance of professional development, as it contributes to the overall success of the school. The dedication and willingness of the teachers to innovate and adapt to the needs of the 21st student have been crucial to the successes realized in the classroom. Each year the administrative staff collaborates with staff to prepare a professional development plan that ensures CCHS is providing the best possible educational and spiritual experience to its students. The diocese has offered numerous professional development opportunities, both religious and curriculum-based, for the teachers and administrative staff.

Over the past several years, CCHS has made it a priority to use professional development time and funds to work on technology integration and differentiated instruction. The administrative team has organized professional development days, brought in guest speakers and sent teachers to workshops to further develop their understanding of these topics. Through this process, the teachers have learned to adopt the tools and resources needed to engage 21st century students.

The administration and teachers at CCHS are extremely excited to have the opportunity to partner with the local Economic Development Council (EDC) to implement a Science Technology Religion Engineering Arts Math (STREAM) program. The EDC is funding all professional development resources needed in order to implement STREAM for five years. Through this partnership, CCHS has plans to work with local businesses to provide opportunities for students to complete internships that will prepare them for their future endeavors.

CCHS has been able to successfully implement programs such as STREAM because of a strategic plan that provides teachers the much needed time to learn, grow and implement new initiatives. Each year, seven days are dedicated to school improvement and professional development. In order to fully support the teachers of CCHS, the administration has strategically planned that half of the monthly staff meetings will be dedicated to professional development. Staff meetings have been streamlined to ensure the teachers have adequate time to learn, collaborate and prepare for implementation of new initiatives such as STREAM.

CCHS is committed to constant improvement and development of instructional practices. CCHS desires to stay on the cutting edge in order to improve learning for all the students. As a part of the professional development plan, the teachers are given the opportunity to reflect, analyze and collaborate on instructional methodology that supports the success of the students in all aspects of the curriculum.

4. School Leadership:

The administration at Central Catholic High School takes a collaborative approach to leadership. The collaborative effort put forth by the administration reflects the collaborative interaction of the students and staff as a whole. The administration holds a weekly meeting with school counselors to discuss school policies and student concerns. They also hold a monthly faculty and staff meeting to discuss school matters. The principal, assistant principal, athletic director and chaplain use the mission of the school and the Roman Catholic Diocese of Peoria as the framework for all decision-making and policy-making. Also, CCHS has an advancement department that connects the school and community, manages fundraising and creates new forms of revenue for the school.

The school chaplain is a Diocesan priest and serves as the spiritual director of the school. The chaplain is the department chairperson for theology and ensures the presentation of Catholic faith and morals to students, faculty and staff. He also governs sacramental and liturgical matters. The school chaplain is present at athletic competitions and serves on the School Advisory Committee and in an advisory role to the principal.

The principal and assistant principal each hold a Master's degree in Educational Leadership and are educated in the teacher evaluation process and best practices for schools. They ensure that the students at CCHS are receiving the best educational experience possible. They constantly monitor school policy and educational practices to ensure that high expectations are being met. They employ their leadership skills to mentor and guide teachers to improve through professional development, reflection and consistent collaboration with their colleagues.

The school improvement team, under the direction of the principal and assistant principal, sets goals for the school and assists in the attainment of those goals. The team constantly monitors the progress of the goals, using data obtained from stakeholders to identify strengths and weaknesses of school curriculum, programs and policies. The data gives the team a clear direction for improvement that leads to higher rates of student achievement. For example, CCHS sent a survey out to students and parents asking them to identify strengths and weaknesses of the school. The results showed a weakness in differentiated instruction. In response, the school improvement team devised a professional development plan to address the weakness.

The administration at CCHS seeks to build upon success and lead the school and community to achieve the overall mission of the school.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

CCHS is successful because it values all of its stakeholders and regularly desires to involve them in decision-making processes and school improvement initiatives. Three years ago there was a change in administration due to retirement. CCHS used that as an opportunity to conduct a needs assessment. The assessment began with an anonymous online survey followed by one-on-one interviews with teachers and staff. CCHS took a variety of approaches to ensure that every faculty member had the opportunity to share their thoughts and concerns. For example, faculty members were given the chance to provide feedback on what administrative practices they would like to see continue as well as what areas they would like to see change. The overall goal was to identify ways the faculty and staff need to be supported to ensure their success.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student? \$11380
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1094

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4%

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

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: ACT

Grade: 12

Edition/Publication Year: 2016

Publisher: ACT

**Scores are reported here
as:** NCEs

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	24.45
Number of students tested	71
Percent of total students tested	97
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: ACT
Publisher: ACT

Grade: 12
Scores are reported here as: NCEs

School Year	2015-2016
Testing month	May
SCHOOL SCORES	
Average Score	24.4
Number of students tested	70
Percent of total students tested	96
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: