

U.S. Department of Education
2018 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 Mrs. Patricia Ward

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

Official School Name Christ The King School

(As it should appear in the official records)

School Mailing Address 46 Peachtree Way NE

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

Atlanta City GA State 30305-3736 Zip Code+4 (9 digits total)

County Fulton

Telephone (404) 233-0383

Fax (404) 266-0608

Web site/URL http://www.christking.org

E-mail bnewhall@christking.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. Diane Starkovich E-mail dstarkovich@archatl.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Atlanta Tel. (404) 920-7700

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 Mrs. Elizabeth Seymour
(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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 41 | 33 | 74 |
| 1 | 34 | 31 | 65 |
| 2 | 32 | 36 | 68 |
| 3 | 34 | 34 | 68 |
| 4 | 26 | 42 | 68 |
| 5 | 32 | 35 | 67 |
| 6 | 32 | 35 | 67 |
| 7 | 20 | 23 | 43 |
| 8 | 17 | 17 | 34 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 268 | 286 | 554 |

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 6 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 86 % 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 2016 – 2017 school year: <01%

If the mobility rate is above 15%, please explain.

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, 2016 until the end of the 2016-2017 school year | 1 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year | 1 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 2 |
| (4) Total number of students in the school as of October 1, 2016 | 554 |
| (5) Total transferred students in row (3) divided by total students in row (4) | <.01 |
| (6) Amount in row (5) multiplied by 100 | <01 |

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

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

7. Students eligible for free/reduced-priced meals: 2 %
Total number students who qualify: 11

8. Students receiving special education services: 0 %
0 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> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>13</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

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, e.g., third grade teacher, history teacher, algebra teacher. | 33 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc. | 10 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 13 |
| 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 17:1

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

| Required Information | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2012 | 2012-2013 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 97% | 97% | 97% | 97% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

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

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

Yes No

If yes, select the year in which your school received the award. 2007

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

Christ the King School, a nurturing, Christ-centered environment based on the Catholic tradition, fosters academic excellence, individual responsibility, spirituality, and growth of the whole child.

PART III – SUMMARY

Christ the King School (CKS) was founded in 1937 by what was then the Diocese of Savannah-Atlanta and staffed by the Grey Nuns of the Sacred Heart. The school has served the Atlanta community for 80 years. Once serving only 60 students, the school today enrolls 554 students in kindergarten through eighth grade and is part of the Roman Catholic Archdiocese of Atlanta. CKS meets the challenges of providing a high quality Catholic education as it continues its tradition of academic excellence in a Christ-centered environment. The Roman Catholic Archdiocese of Atlanta, Georgia, is district-wide accredited through AdvancEd.

Primarily serving families of the Cathedral of Christ the King, the school's mission is to inspire a love of learning and to prepare students for active participation in, and contributions to, the Church and the community. With emphasis on Christian principles, CKS strives to develop individual responsibility, while nurturing the spiritual, emotional, intellectual, social, and physical growth of each child. Evidence of fulfilling the mission statement is seen in the dozens of service projects the school supports, in the academic success of the students, in the enrichment opportunities provided, in the strong spiritual life programs that have been developed, and in the responses to the parent surveys.

Eighty percent of students attending CKS live within approximately a five-mile radius of the campus. The neighborhood community consists of a business district and a mix of upper and middle-income urban neighborhoods. The students' families provide enriching opportunities and experiences outside of the classroom that enable the students to build background knowledge useful when making connections to new learning.

Learning occurs within an academically challenging environment where small classes provide increased opportunities for student-centered learning and differentiated instruction. Students collaborate with each other in small groups or by sharing ideas using Office 365 or Google Classroom. Technology is integrated into the curriculum using digital tools to conduct research, solve problems, and make connections to real-life experiences. In addition to our rigorous curriculum, students participate in activities such as the Modern Woodmen of America Oratorical Competition, the Archdiocesan Martin Luther King Essay and Poster Contest, the Scripps National Spelling Bee, and the National Geographic Bee. For several years, student artwork has been displayed at the High Museum of Art in Atlanta. We are proud of our many students who have received district or national recognition.

Students are encouraged to become involved in the Guardian Angel Ministry, Student Ambassador program, Student Council, Catholic Math League, Battle of the Books, National Junior Honor Society, Cathedral, Cherub, and Preparatory choirs, Boys' and Girls' Choir, and numerous Cathedral Recreation Programs such as chess, fencing, film making, LEGOs, tennis, band, and karate.

Each grade level is involved in at least one production, either a theatrical performance or a classroom presentation to parents and students. The fifth grade's Country of Origin Celebration is a co-curricular activity in which the students research their ancestry and create a narrative for their classroom book. The students put on a performance with cultural songs, dances, limericks, or poems as each student tells a snippet about their family. After the program students and parents gather to sample food from all the various countries.

An integral part of the CKS experience is community outreach. When children leave CKS, they are aware of the world around them, and they know that they are called to serve. In 2016-2017 students participated in twenty-eight outreach programs during the school year. In addition, students are involved in a newly formed family service outreach program, known as CKS Serves. Because few facilities allow hands-on involvement by students in grades K-8, parents serve with their children in projects created by the CKS leadership. What began with twenty families gathering to help the local community in February 2016 has mushroomed to include over one third of all CKS families. In 2017, CKS Serves won national recognition from the National Catholic Educational Association (NCEA) and has greatly enriched the lives of our families and our community.

Winning the Blue Ribbon distinction in 2007 created a path of self-improvement. Since then, CKS added an additional math teacher, an additional language arts teacher, a part-time art assistant, and a part-time math resource teacher. The school has improved the facilities, including a new playground designed for all K-8 students and an updated art room that encourages creativity. Technology is available throughout the school, including one to one devices in middle school. A Capital Campaign is currently underway to build a new middle school, which will include a maker space and additional rooms for art and music.

The Blue Ribbon symbol used in advertising and marketing is beneficial for CKS because it is a well-known and nationally respected honor. Prospective parents look for reasons to choose one school over another, and the Blue Ribbon distinction shines favorably on us.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Christ the King School follows a rigorous set of academic standards set by the Office of Catholic Schools of the Archdiocese of Atlanta and the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools.

Reading/English language arts

For a third year, a Collins Writing Program consultant instructs and supports teachers school-wide on methods to improve students' thinking and writing skills, through frequent practice and a variety of formal and informal writing assignments. Teachers collaboratively developed a vertical alignment of skills, which allows a consistent approach for cross-curricular writing activities. Handwriting Without Tears, taught in grades K-3, develops the positive relationship between handwriting and composition skills. Grades 2-8 use Daily Grammar Practice, a research-based approach to teaching diagramming through explicit instruction. A knowledge of sentence structure allows students to better frame their thoughts when writing.

Twelve teachers and staff members are trained in the Orton-Gillingham method to provide younger students with a multi-sensory phonics-based approach to reading. Teachers use comprehensive research-based reading/language arts programs, such as Pearson Reading Street, to target reading instruction using high-quality literature, explicit instruction, and independent practice, all with a technology component, to assure that students become lifelong readers and writers. Class novels are selected for literary merit, cross-curricular connections, and an introduction to the Principles of Catholic Social Teaching. Teachers differentiate instruction in small groups to support whole-group instruction. CKS employs two resource teachers for remediation and enrichment and allows outside tutors to work on campus.

Mathematics

The mathematics curriculum emphasizes mastery of concepts and computation skills. In all grades, a daily 30-minute period is allocated for computation practice.

Students receive a strong foundation in mathematics according to their academic strengths, needs, and motivation. They explore, problem-solve, create mathematical models, and work cooperatively with others. CKS uses standardized tests, grades, and teacher recommendations to group students by ability in grades 4-8. The pace of the accelerated section allows students to complete Algebra I before graduation.

The computer-assisted program, MobyMax, provides individualized instruction to remediate gaps in learning and to provide enrichment. Teachers enhance the curriculum by including Number Talks, Mountain Math, and Singapore Math strategies into their existing lessons. Sunshine Math offers advanced problem-solving opportunities. Additionally, one part-time resource teacher provides remediation and enrichment. Over 90 students in grades 3-8 participate in the Catholic Math League's national competition.

Science

Science at CKS is an engaging exploration of Life, Earth, and Physical science based on design and engineering practices. The Next Generation Science Standards (NGSS) challenge students to discuss scientific problems, explain possible solutions and design models to demonstrate ideas. A well-equipped science lab includes Pasco Scientific probes (pH, force, temperature, etc.) to immerse students in complex integration and application of science, technology, and math. Students use these tools to collect quantitative data in real time on their digital devices. They graph data and incorporate their qualitative observations to support scientific discussions of real world phenomena.

Social Studies

Beginning with a focus on the family in Kindergarten, students explore local and regional communities, cultures of North America, world communities from the past and present, the Western and Eastern hemispheres, and U.S. and Georgia history from 1865 to the present. In all grades, there is an additional emphasis on geography and economics.

Students learn about history and government on a local, national, and worldwide level by examining the past and observing the present, with a respect for diversity and culture. They develop communication skills through a variety of discussions, presentations, and projects. Civic learning is reinforced when students run for office and conduct their own campaigns. Mock elections help students understand the process and the responsibilities of good citizenship. Visiting speakers bring lessons alive and students can visualize how they can be actively involved in society themselves. Our urban location also allows for frequent cultural and civic experiences that expand background knowledge and help the students make connections to their learning.

Students are encouraged to become good stewards of Earth's resources with an annual theme emphasizing a challenge facing Earth. Using a multidisciplinary approach, students investigate the challenge from a scientific perspective, explore how it affects the world, calculate or graph the related data, and communicate their knowledge to others through writings and videos.

2. Other Curriculum Areas:

Arts

CKS students attend Art at least once a week and teachers encourage the creative energy children naturally possess. CKS is an educational partner with Museum of Design Atlanta (MODA), and the resources of the museum are available. In addition to field trips to the museum, artists have worked with students and have instructed teachers on incorporating art into their curriculum. A newly formed Arts Committee provides supplemental support to the teachers and enriches the entire community.

General Music is offered for all students once a week, illustrating how the school nurtures the growth of the whole child. Children are exposed to all styles of music, and music from other cultures, in order to develop understanding and appreciation. The Kodaly and Orff philosophies are used to teach music literacy; instruments are an integral part of this instruction.

Teachers work collaboratively to produce activities that cross the curriculum. For example, in 8th grade, American music history is taught in conjunction with the American History course. Students perform in class recitals, plays, musical productions, concerts, and religious services. The annual Week of the Arts, including a Night for the Arts, highlights the many musical and artistic talents of the students.

Physical Education/Health

Physical Education is an integral part of the curriculum and students attend at least twice weekly. The instructional program promotes and encourages physical fitness, develops fundamental motor skills, emphasizes safety, stimulates social and cognitive development, and encourages decision-making, problem solving, and cooperation. All areas support the honor system and sportsmanship at its best. Health topics are fully integrated with religion, science, and guidance curricula, encouraging students to develop healthy habits and deep respect for the body.

Foreign Language

Students attend Spanish once a week. In grades K-4, the emphasis is on developing receptive and spoken skills through games, puppetry, songs, movement, listening comprehension activities, art and stories. Role-plays give students the opportunity to use the target language interactively. Math is also part of the curriculum with students performing simple operations as instructed in Spanish. Native speakers make use of a lending library for parents and students to enjoy reading together at home.

Native speakers in the intermediate grades are enriched using Duolingo, an on-line Spanish course focusing on spelling and writing.

Students in seventh and eighth grades use the preliminary text of the high school Spanish course, divided over two years, to enable a smooth transition to Spanish language study at the high school level. Native speakers use an advanced workbook and have differentiated assessments.

In school productions, music and foreign language come together in the form of Spanish songs and dance, thus enriching the student's appreciation for other customs and cultures, and providing an opportunity for cross-curricular teaching.

Christ the King School is in compliance with the program's foreign language requirements of a Blue Ribbon School of Excellence.

Technology/Media/Library

Technology is used as a tool to help students acquire the skills they will need to navigate through a complex, highly technical world. Technology integration occurs across the curriculum in ways that research shows deepen and enhance the learning process. In addition to direct instruction in skills like keyboarding and coding, technology is used in routine ways to support curricular goals, including differentiated instruction.

Every grade has access to class sets of iPads or tablets, and grades 6-8 have one-to-one devices. Using the interactive technology in every classroom, teachers present ideas, individualize material for students, and help children practice skills in ways that best fit individual needs. Students have enrichment opportunities that extend beyond the curriculum. For example, the 8th graders are taking a tinkering class and a Computer Assisted Design (CAD) software class, and the 7th graders are responsible for all aspects of the daily televised news show. A classroom set of Virtual Reality goggles allows students to explore the world beyond their physical reach.

A technology integration specialist is available to support teachers and students and to provide professional development. For the past two years, the majority of teachers returned to school early to participate in technology training.

In the Media Center, students in grades K-5 receive media and research lessons once a week, and all students use the resources as needed when completing projects and assignments.

3. Instructional Methods, Interventions, and Assessments:

A challenge for any school is to provide for the diverse educational needs of students. To provide a variety of approaches, teachers identify students' learning styles and then adapt their methods of instruction. Teachers use pre-assessments to determine what their students know, followed with informal formative assessments to highlight student needs.

Teachers use student-centered instruction that includes student led discussions, small group work, student presentations, and hands-on experiences. Learning remains fresh and exciting for the students, with intrinsic motivation being an important ingredient to their success at school.

CKS offers a Pre-first classroom for students who complete kindergarten being intellectually capable of promotion to First grade, but who are developmentally not quite ready. Pre-first allows students to continue to soar academically while being allowed the gift of time to mature. These students grow in their leadership skills and often become role models for their peers.

CKS offers a before-school Extended Time Lab for students that qualify for additional time on assessments based on psychoeducational evaluations.

Science places a particular emphasis on engineering and design, encouraging students to find solutions through a problem solving process. Recent challenges have been for students to work to design a house that can withstand a flood, to clean dirty water, and to increase the speed of an object without touching it.

Differentiating assessments address varying student needs. Rubrics, outlines, study guides, and apps, such as Kahoot, help prepare students for assessments. Teachers post study materials on the school's Portal, so students have access to study aids and helpful websites while at home. Student assessments include traditional tests, writing assignments, projects, oral reports, portfolios, games, skits, and polling software such as Socrative. Teachers also use creative assessment options. For example, after studying

photosynthesis, fifth grade teachers used a dinner menu to assess students' understanding. Students chose assignments from a menu that included one appetizer, one entrée, two sides, and an optional dessert. Each dinner item had several options and they became harder as the menu progressed.

Using computer assisted learning software, MobyMax, teachers use data provided by benchmarking and progress monitoring to pinpoint the needs of students in reading and math. Remediation or enrichment is then provided to meet the needs of multiple groups.

Professional Learning Communities (PLCs) are using data to inform and improve instruction. One data team is dissecting Iowa Assessment scores to identify students showing less than a year's worth of growth. Other team members are identifying and making plans to address our weakest areas in Reading among 3rd, 4th and 5th grade students. Using the Cognitive Abilities Test (CogAT), others are identifying students who are not performing to their ability while devising ways to address their needs. Kindergarten students are given the Gesell Developmental Observation and the Comprehensive Test of Phonological Processing (CTOPP), so their strengths and weaknesses can be used to inform instruction. STAR Reading scores benchmark student growth four times a year. The Student Success Team (SST) is a formal, intentional, and thorough process formed to assist students who are experiencing academic challenges. Analyzing Iowa Assessment data for relative weaknesses each year determines the focus for future professional development needs.

Providing real world opportunities allows students to apply the skills they learn in class in a practical application. For example, fifth grade students take a field trip to the Junior Achievement Discovery Center's Biztown. There, students work in teams and are given jobs, such as Chief Executive Officer, Chief Financial Officer, and retail salesperson, to run a model company. Students formulate a marketing plan, monitor payroll, allocate human resources, and strategize supply purchases. Through use of a banking system, they use checks and ledgers to keep their teams' companies' finances in order, as well as their own wages. Students act as consumers, so they see the cyclical nature of Biztown's economy. Biztown provides an excellent real world situation for lessons learned in math and social studies.

Currently, there are no subgroups with an achievement gap of 10 or more percentage points.

In order to maintain high levels of achievement, additional enrichment opportunities are available for students through tinkering classes, coding and CAD software classes, performances, art shows, Book Clubs, and varying academic competitions.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

CKS engages and motivates students by embracing the school's mission to foster the development of the whole child, in mind, body, and spirit. Students, teachers, and parents gather to worship, to serve, to celebrate, and to support and nurture a school environment where children can fully grow into the people they were created to be.

Academic excellence is highly valued by all school stakeholders and good conduct and performance are acknowledged throughout the school year, motivating students to put forth their best efforts. In addition to the honor roll, CKS recognizes students who assume leadership positions in the community, such as Student Ambassadors, Guardian Angels, and Peacemakers, as well as altar servers, ushers, and cantors at school masses. Completing daily assignments during a quarter earns middle school students "On Target" recognition. Approximately 82% of middle school students achieve this each quarter which demonstrates the presence of a strong work ethic among these students.

The CKS community begins each day with the student-led CKS Morning News, which is broadcast to every classroom. A different news crew assumes production responsibility every seven weeks, using the "each one, teach one" philosophy. The CKS Morning News can be accessed by family and friends throughout the world utilizing a school access code.

The school's counterbalance is found through service to those who have little voice in society. Caring for the underprivileged enables students to comprehend what it means to walk in another's shoes, while answering the question, "What can I/we do?" As students develop leadership skills through student government and grade level service involvement, they are also developing compassion and empathy, vital aspects of human development. Service learning within a supportive community builds children with generous hearts and spirits, enabling them to realize their own gifts and potential.

The school values and supports its teachers in a variety of ways, including a two-year mentoring program for all new teachers. An annual faculty retreat day provides time for self-renewal and community building. The school also provides an ongoing stipend for those who earn and maintain archdiocesan catechist certification. Fifty percent of the faculty and staff have advanced degrees, and because the school values an educated and highly qualified faculty, the CKS Teacher Reimbursement for Advanced Degree program currently provides financial assistance to five teachers earning advanced degrees.

2. Engaging Families and Community:

Effective communication between the school and home is essential to a positive school culture. Parents are linked to the school through a portal system, allowing access to student grades, homework, a combined calendar, and other pertinent information. Emergency alerts are sent by phone, text, and tweets. The school maintains Facebook and Twitter accounts, keeping extended family and alumni current. Yearly, the parents and teachers are surveyed to elicit feedback that is used for planning and decision making. The School Advisory Council, comprised of parents with expertise in various fields, provides advice and assistance to the principal.

The Parent Volunteer Association (PVA) maintains over 40 committees which provide social and educational opportunities for the faculty, staff, and students. They provide community building opportunities for the parents, and raise funds for the school, concentrating on funding new technology. Each October, moms and sons enjoy an evening of Bocce Ball competition, while dads and daughters share an evening at the annual father/daughter dance. The PVA's annual auction provides generous funding for an enriched art program and a state-of-the-art technology program.

Because involvement in arts education has been associated with gains in math, reading, cognitive ability, critical thinking, and verbal skills, the PVA supports an Arts Committee. Through the committee's efforts,

the school participates in an affiliate program with the Museum of Design Atlanta (MODA), whereby families and teachers can enjoy the museum and sponsored activities. Artists from MODA provide teacher in-services, which enrich classroom learning in Language Arts, Social Studies, Science, and Religion.

Realizing the impact that service education provides to students, CKS began a family service program known as CKS Serves. Families gather monthly to address a need in the local Atlanta area. The education provided by these families has opened the eyes and hearts of so many and has increased students' emotional quotient and capacity to love and accept others without judgment. In April 2017, this program was nationally recognized by Today's Catholic Teachers' Magazine for Innovation in Catholic Education and received the \$1,000 first place award for "Total Community Involvement."

3. Professional Development:

In a continuing effort to keep teachers familiar with best practices in their field, CKS maintains an ongoing cycle of teacher workshops and peer sharing. CKS has made great strides toward providing a mentoring program, where experienced teachers coach new teachers for the first two years of their service. This program helps new teachers learn the culture of the school and provides them on-the-job support. All teachers participate in collegial circles, meeting in small groups to share ideas, and participating in peer observations, in order to grow and develop their own skills.

To keep pace with changing curricula and to stay at the forefront of best practices and methods of instruction, funding for professional development is generous. Teachers and administrators have options to attend local workshops or to travel to national conferences out of state. They can experience the best in educational instruction and are well-equipped with best practices and ideas from a vast array of presenters. Recent professional development includes Collins Writing, national math and middle school educator conventions, math workshops including Number Talks and Singapore Math, mindfulness, differentiated instruction, STEM learning, Google for Education, a tinkering class, and catechist formation. Teachers are required to include a plan for their own professional development in their yearly goal and this continued emphasis increases the quality of instruction within the classrooms and leads to higher student achievement.

Technology continuously advances, and it requires ongoing training in order to use it to its best advantage in the classroom. CKS provides teacher training for all newly adopted technology. This year, teachers have received training in Office 365, Windows 10, Google for Education, and Video Editing.

Finally, the school uses standardized tests, such as the Iowa Assessments, in addition to other formal summative assessments, to identify areas in need of instruction reform or improvement. These assessments allow teachers to refine their craft and hone in on areas where students need support.

4. School Leadership:

The Archbishop of Atlanta is the head of the Catholic school system in this archdiocese. Daily administration of the school is delegated to the Superintendent of Catholic Schools. Because CKS is a parish affiliated elementary school, the principal reports to both the pastor and the superintendent.

The principal is responsible for the implementation of school and archdiocesan policies and the day-to-day operation of the school. She believes that good communication and shared leadership contribute to a positive school culture. She has an open door policy, and faculty, staff, parents, and students feel comfortable stopping by to share ideas and to ask questions. The principal attends PVA meetings and school advisory council meetings, where information is shared with the parents in attendance and ideas are exchanged.

The administrative leadership team consists of the principal, assistant principal, religious education coordinator, curriculum coordinator, and counselors. They are visible throughout the school day, in carpool, the lunchroom, classrooms, and at mass. The team works closely with the principal regarding all school matters and meets weekly, analyzing data, reviewing and discussing Student Success Team (SST)

information and other student issues, and planning professional development and faculty meetings. They make decisions about the faith life and formation of the school community and ensure that students' learning needs are being met in the classroom and instruction is aligned with curriculum standards. It is an effective team, focused on student success.

Leadership opportunities are provided for the faculty and staff. Grade level department chairs hold meetings with their teams to discuss instructional strategies, review student data, and discuss student concerns. The Teacher Effectiveness Team (TET) is the school data team. The chairperson, who is an experienced teacher leader, coordinates meetings with administrators and grade level representatives to analyze standardized test data to determine strengths and weaknesses, review best practices, and share ideas for student centered learning. Meeting with the administrative team, they discuss improvements in student programs and give feedback regarding curriculum and instructional materials.

The Principal believes establishing a safe and nurturing environment conducive to learning is her primary role. She and the administrative team work to ensure that all decisions are based on what is best for students and rooted in the school's mission statement.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Many factors contribute to the school's academic success over the past eighty years, but one constant has been faithfulness to the school's mission, which calls for the development of the whole child within a Christ-centered environment. The school's mission unifies the community, gives vision, purpose, and value to every child and every endeavor.

CKS's Catholic identity helps students develop communal and personal responsibility for their learning. This belief drove a two year effort to help students understand and implement the papal encyclical, *Laudato Si': On Care of Our Common Home*. This document calls each person to become aware of the plight of the planet, to assume responsibility for preserving creation, while helping the most vulnerable in society, the poor.

A *Laudato Si'* in-service inspired the faculty to brainstorm ways to integrate its message into their curriculum. After planning activities that focused on the whole child, the K-8 study was launched with a giant puzzle of the earth, which was later highlighted in NCEA's Fall 2016 edition of *Momentum Magazine*. The puzzle provided great classroom discussion, research topics, writing ideas, art projects, student outreach, and prayer opportunities.

In addition, the PVA Green Team encourages recycling and waste reduction. They provided teacher in-services, student assemblies, recycling containers, a family column in the school's eNews, and cafeteria posters to encourage good recycling decisions.

Following a water treatment plant fieldtrip, middle school students worked in groups to make videos to inform others about the fragile earth and its water issues. This year, four teachers earned certification in Water Education for Teachers (Project WET) through Piedmont Park, Atlanta. Sharing insights with coworkers allowed more students to experience hands-on, water education classes. Project WET activities will continue to fulfill science curriculum standards as well as other cross-curricular activities.

Each year at graduation, the 8th grade presents a legacy gift. The 2016 class voted to install low flow toilets throughout the school, and the 2017 class purchased water fountains which refill water bottles. So far, these fountains have saved 41,174 plastic bottles from becoming landfill waste. These gifts reflect students' concern for the planet and the impact of their *Laudato Si'* studies.

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? \$10284
(School budget divided by enrollment)

4. What is the average financial aid per student? \$3783

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 14%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Iowa Assessment
Form E

Grade: 3

Edition/Publication Year: 2011

Publisher: Riverside
Publishing Company

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 88 |
| Number of students tested | 66 |
| Percent of total students tested | 99 |
| 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: Math

Test: Iowa Assessment
Form E

Grade: 4

Edition/Publication Year: 2011

Publisher: Riverside
Publishing Company

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 79 |
| Number of students tested | 65 |
| Percent of total students tested | 100 |
| 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: Math

Test: Iowa Assessment
Form E

Grade: 5

Edition/Publication Year: 2011

Publisher: Riverside
Publishing Company

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 79 |
| Number of students tested | 71 |
| Percent of total students tested | 100 |
| 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: Math

Test: Iowa Assessment
Form E

Grade: 6

Edition/Publication Year: 2011

Publisher: Riverside
Publishing Company

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 86 |
| Number of students tested | 61 |
| Percent of total students tested | 100 |
| 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: Math

Test: Iowa Assessment
Form E

Grade: 7

Edition/Publication Year: 2011

Publisher: Riverside
Publishing Company

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 77 |
| Number of students tested | 35 |
| Percent of total students tested | 100 |
| 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: Math

Test: Iowa Assessment
Form E

Grade: 8

Edition/Publication Year: 2011

Publisher: Riverside
Publishing Company

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 78 |
| Number of students tested | 42 |
| Percent of total students tested | 100 |
| 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

Test: Iowa Assessment
Form E

Grade: 3

Edition/Publication Year: 2011

Publisher: Riverside
Publishing Company

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 80 |
| Number of students tested | 66 |
| Percent of total students tested | 99 |
| 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

Test: Iowa Assessment
Form E

Grade: 4

Edition/Publication Year: 2011

Publisher: Riverside
Publishing Company

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 80 |
| Number of students tested | 65 |
| Percent of total students tested | 100 |
| 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

Test: Iowa Assessment
Form E

Grade: 5

Edition/Publication Year: 2011

Publisher: Riverside
Publishing Company

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 77 |
| Number of students tested | 71 |
| Percent of total students tested | 100 |
| 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

Test: Iowa Assessment
Form E

Grade: 6

Edition/Publication Year: 2011

Publisher: Riverside
Publishing Company

Scores are reported here
as: Percentiles

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 75 |
| Number of students tested | 61 |
| Percent of total students tested | 100 |
| 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

Test: Iowa Assessment
Form E

Grade: 7

Edition/Publication Year: 2011

Publisher: Riverside
Publishing Company

**Scores are reported here
as:** Percentiles

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 79 |
| Number of students tested | 35 |
| Percent of total students tested | 100 |
| 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

Test: Iowa Assessment
Form E

Grade: 8

Edition/Publication Year: 2011

Publisher: Riverside
Publishing Company

**Scores are reported here
as:** Percentiles

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Mar |
| SCHOOL SCORES | |
| Average Score | 79 |
| Number of students tested | 42 |
| Percent of total students tested | 100 |
| 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: