

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application 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 K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent 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, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

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SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	20	13	33
1	10	10	20
2	12	19	31
3	20	11	31
4	18	21	39
5	20	20	40
6	17	16	33
7	25	12	37
8	19	26	45
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			309

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
93 % White
6 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2011	312
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 10

Number of non-English languages represented: 2

Specify non-English languages:

Hebrew and Spanish

9. Percent of students eligible for free/reduced-priced meals: 0%
 Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

The Meyer Academy does not participate in the Federal Lunch program. Tuition assistance is based on multiple factors which are evaluated by a third party company who recommends "ability to pay" based on income versus "living expenses".

10. Percent of students receiving special education services: 32%
 Total number of students served: 100

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>19</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>26</u> Speech or Language Impairment
<u>4</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>4</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>4</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>2</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>14</u>	<u>0</u>
Total number	<u>55</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

11:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	98%	97%	98%	97%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

The Arthur I. Meyer Jewish Academy (“Meyer Academy”) is dedicated to educating Jewish children in grades kindergarten through eighth in the greater Palm Beaches, Florida. Our goal is to provide an exemplary general and Jewish education in a bi-lingual Hebrew and English format in a nurturing Jewish environment. Programs stress knowledge acquisition, information processing, social interaction and personal development in order to educate the “whole” child. Students are provided with the experiences necessary to expand intellectually, emotionally, physically and spiritually in order to have a creative and constructive life-long membership in the American society and in the Jewish community.

The Mission of the Meyer Academy is:

...to EMBRACE our community of students and their families, and to create a commitment to an education that focuses on the “whole child.” Meyer Academy encourages intellectual, emotional and spiritual growth. Our unparalleled education challenges children of varying academic abilities and unique talents to achieve their full potential.

...to INSPIRE our students to be “citizens of the world” who appreciate the similarities and differences within their own community, as well as other cultures locally and abroad. We develop a joyous and vibrant connection to Judaism and to Israel. Our students become responsible, inquiring, compassionate Jewish leaders.

...to MOTIVATE each student to exceed standard academic expectations and to provide opportunities, from kindergarten through middle school, for students to learn life skills through real-life experiences. Our students are supported and nurtured by a faculty, family, and community, which together create a partnership that encourages children to excel and become connected and confident young adults.

The Meyer Academy is poised to enter the next chapter of its four-decade long history through its relocation from its current 54,000 square foot facilities in West Palm Beach to a new location on Hood Road in Palm Beach Gardens. It is envisioned that Meyer Academy will occupy a 70,000 square foot building housed on a 14-acre campus, which it will share with the local Jewish community center.

The design and construction of a new facility and the resultant move of Meyer Academy’s operations is the centerpiece of this next phase in the school’s development. A large part of this opportunity is for Meyer Academy to continue to fulfill its reputation toward academic excellence while enhancing its brand as a premier 21st Century educational institution. The new facilities will support the larger goal of providing an exemplary educational experience that is complemented by an environment that supports students’ development of the following essential 21st Century skills:

1. Critical thinking—the ability to analyze and synthesize and to understand the interdependence of all human and natural systems.
2. Problem solving—the ability to ask the right questions about real world issues, to develop a process to answer them, and to evaluate the success of solutions.
3. Creativity—the ability to think in unconventional ways, to take initiative, and to take appropriate risks.
4. Communication—the ability to express oneself clearly, verbally, in writing, and with digital technology.
5. Character—the ability to understand oneself and to behave ethically and morally, guided by the values of respect, responsibility, integrity and good citizenship.
6. Leadership—the ability to enlist and inspire others to achieve a common goal, which requires social-emotional intelligence and teamwork.

7. Commitment—the ability to appreciate cultural, global and environmental diversity and interdependence and to develop a sense of purpose in one’s life for the greater good.

The Meyer Academy possesses a long history of graduating students who are not only prepared intellectually for their next stage of their academic journey, but who are emotionally mature and socially prepared to give back to their community in ways beyond the educational environment. As an institution of learning founded on the teaching of a moral, ethical, and values education, Meyer Academy students and graduates are known to be positive contributing members of our society. Recognition of this commitment, to not only “who we are” internally, but to also “how we behave” externally was achieved when the school received its “No Hate” designation from the ADL (Anti-Defamation League) of Palm Beach County. Meyer Academy is only one of a limited number of “No Hate Schools” because of our commitment to educating, instilling, programming for, and role-modeling of, these fundamental values.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Meyer Academy has used the Stanford Achievement Test as its standard norm referenced test since the school's inception. Although initially all subtests were administered, for the most recent five year period only the following subtests have been included in the yearly spring testing: all reading subtests on a particular grade level, mathematics problem solving, mathematics procedures, language mechanics, and language expression. Testing begins in kindergarten and continues through seventh grade. The kindergarten, first, and second grade testing protocol allows students to begin to experience standardized testing in a manner designed to create familiarity with the test, to eliminate test anxiety, and to demystify the testing experience.

Until the 2012 school year, reading assessment was done through reviewing the previous year's Stanford Achievement scores and administering informal reading inventories within the classroom when needed to highlight specific reading weaknesses and difficulties that might require additional remediation. When needed, referral was made to the SEN (special education needs) teacher for further assessment. This year, a formalized assessment program was implemented utilizing the Fountas and Pinnell Benchmark Assessment System and Leveled Literacy Program. The goal of these school wide assessments is to aid teachers in creating the most effective learning strategies for enhancing, enriching, and remediating reading instruction.

Mathematics assessment is done through an analysis of the Stanford Achievement scores and the administration of a curriculum driven end of year exam that assesses a student's mastery level and his or her proficiency in a given course of study. The SAT tends to be a less meaningful assessment tool in middle school where a significant number of students are engaged in more advanced mathematics curriculum that is not effectively tested by the SAT.

Part B

Looking at SAT data from the 2007-2008 through 2011-2012, there are critical issues to look at as the data is interpreted. At the end of both the 2007-2008 and 2008-2009 school years, students in fourth through seventh grade continued to take the Stanford Achievement Tests, Ninth edition as elementary students in kindergarten through third grade transitioned to the SAT, Tenth edition. Examining the data reveals that there was a decline in reading accuracy in 2009-2010 in grades five and six and a stability of scores in grade 7 while grade four students actually scored better in reading than they had on the SAT 9's. Third graders were already taking the SAT 10's, and their scores have remained relatively consistent across the last five years. Subsequent to the change from SAT 9's to the SAT 10's, student achievement in reading has been maintained at a relatively consistent level, placing students in the overall top fifteen percent.

In analyzing school data, certain modifications were made based on the fact that third grade data was corrupted. Not all test booklets arrived at the scoring location, and therefore, the results only reflect the scores of 29/41 students, or 71%. Although there are certain fluctuations within the total reading data, students have consistently scored above the school percentile equivalent for the 85th percentile. Student performance in total reading continues to provide assessment data that supports the reading program. Assessment of the data indicated that although reading skill development is generally strong across the individual classes, there are still students who require assistance in order to maximize their learner potential. Students who score significantly below this national percentile are usually referred for additional, individualized instruction and teachers are advised to implement differentiated reading instruction in the normative classroom.

As the mathematics data is analyzed, the test shift from the SAT's Ninth Edition to the SAT's Tenth Edition must be taken into consideration. The results are confusing in terms of analyzing a trend. Here too the switch was made from the SAT 9 to the SAT 10. The 2009-2010 results indicate that total mathematics scores rose in both grades four and seven, although the gain is far more impressive in the fourth grade. Fifth and sixth grades scored dropped with the implementation of the new untimed SAT format; the decline in the sixth grade scores being much more significant. Since the 2009-2010 school year, scores have improved. Although the seventh grade scores do support an improvement curve, there was a second decline in scores during the 2010-2011 testing, not evidenced in any other grade. Results in grades four, five, and six indicate a steady gain or a holding steady pattern. These "glitches" may be explained by a variety of factors including but not limited to: new test format, untimed test taking, and a less than desired alignment between the mathematics middle school curriculum and standardized curriculum, since at the Meyer Academy a majority of students are actually enrolled in high school level classes.

That being said, student progress is closely monitored as students navigate the elementary and middle school math curriculum. Placement in learning groups is determined by standardized test scores, teacher input, and formative, summative, and informal assessment. There is pride in how the elementary math program seamlessly transitions into middle school math curriculum, which continues to effectively prepare students for the challenges of high school mathematics at many levels ranging from beginning Algebra I to those who will move into pre calculus as ninth graders.

2. Using Assessment Results:

All students are assessed for admission to the Meyer Academy. Entering kindergarten students are screened on a variety of readiness measures including but not limited to auditory and visual processing skills, number and letter recognition, and pre reading skills. Specific questions from the McCarthy School Readiness Battery and the Brigance K-1 Assessment are administered. Students applying for admission after kindergarten take a school-designed battery that includes the Woodcock Reading Mastery Test-- Revised and the math computation sections of Key Math. In addition, selected questions in reading comprehension and math problem solving, from the grade level appropriate Stanford Achievement test, are also included in the assessment battery. When needed for more specific information, the EKwall/Shanker Reading Inventory or the Reading Diagnosis Kit or the TOWL-3, Test of Written Language is also administered. This allows the school to gain a better picture of the candidates' strengths and weaknesses in order to determine the appropriateness of the fit between candidate and the academic program of the Meyer Academy.

The Meyer Academy continues to prepare students for the rigors of high school with an academic program that highlights proficiency in reading and mathematics. In reviewing yearly SAT scores, it becomes clear that although students consistently score above the national percentile, individual strengths and weaknesses need to be addressed. In order to maximize learner development and enhance student achievement, a variety of informal and formal assessment strategies are implemented within the normative classroom, through the services of our academic resource teacher, and through the services of outside educational personnel. Each of these provides valuable information that assists staff in creating and implementing differentiated learning activities to meet individual learning needs whether it is remediation or enrichment.

As mentioned above, to further enhance the effectiveness of the classroom instruction in reading, the Fountas and Pinnell Benchmark Assessment System and Leveled Literacy Intervention program has been implemented. Students are tested and placed in the appropriate levels. This program has introduced a diversity of graded fiction and non-fiction reading materials. The effectiveness of this new program will begin to be assessed with this year's spring 2013 SAT scores.

The middle school has recently earned its recognition as an International Baccalaureate/Middle Years Program educational institution. As part of this program, teachers create and implement both formative

and summative assessments according to the criteria for each MYP subject. These assessments are developed in conjunction with a clearly identified subject specific rubric against which student are evaluated and progress clearly delineated. Middle school teachers provide written and oral feedback that highlights student progress.

Many students at the Meyer Academy are enrolled in high school level mathematics courses, which in fact, earn them high school credit. Their grades in these subjects become their first high school grades and are an integral part of the high school transcript that is reviewed for college admission. In order to determine an appropriate fit, students participate in an algebra readiness-testing program at several points in their mathematics instructional sequence. Students take the Orleans Hanna and Free Response Assessment after sixth grade and again after seventh grade in order to determine their propensity for algebra in middle school. These test measures are combined with teacher assessment to determine a “best” educational fit.

In order to track student progress throughout the school year a myriad of interventions are utilized to ensure the continuity of student progress. Parent teacher conferences are scheduled at least once a year, usually in the fall. In middle school these conferences are student run and focus on the presentation of his or her portfolio. If students are not performing up to potential as reflected by multiple measures of assessment including but not limited to teacher assessment, standardized test scores, and the Fountas and Pinnell Benchmark Assessment, additional support services may be recommended including evaluation by the speech and language therapist, referral for guidance services, and direct service intervention by the academic resource specialist.

3. Sharing Lessons Learned:

The Meyer Academy, a newly-authorized IB World School, is an active member of the larger school community via membership in the Florida Council of Independent Schools (FCIS) and the Florida League of International Baccalaureate Schools (FLIBS); informal partnerships with St. Andrews School, Boca Raton; Hillel Academy in Tampa; The Begin School in Israel; *Colegio* Alberto Einstein in Quito, Ecuador; and regular attendee at Palm Beach County IB District, FCIS, and FLIBS meetings and workshops.

In addition, Meyer serves in an advisory capacity with these partner schools. Recently, the IB Middle Years Program (MYP) Coordinator and the Headmaster from St. Andrews visited Meyer to seek assistance with their IB authorization process. Meyer’s MYP Coordinator shared MYP documentation, best practices, and optimal MYP classroom environments with the visitors.

Likewise, concurrent with Meyer’s IB authorization visit in March 2012, a contingent of teachers from Hillel Academy visited the school to learn more about the Hebrew/Judaic Studies program. They spent a day meeting with and observing Hebrew/Judaic Studies teachers to share best practices of teaching Hebrew as a second language.

Colegio Alberto Einstein (also an IB World School) has invited Meyer Academy Hebrew teachers to be part of a forum where IB schools that offer Hebrew can take part in pedagogical discussions and share ideas, curricula, and experiences.

In partnership with the Begin School in Israel, Meyer Academy students participate in two programs, Pen Pals and synchronous/asynchronous learning. The learning partnerships between the schools and students span the fourth through eighth grades, with the pen pal initiative focusing directly on the eighth grade students in preparation for their end of year international field trip to Israel.

Meyer Academy also advises prospective IB schools. Cornerstone Learning Communities in Tallahassee, Florida, recently contacted Meyer for information about the IB experience, i.e., the pros and cons of being

an IB World School. A conversation with Cornerstone's MYP Coordinator led to a partnership in which both schools' teachers will use distance learning to collaborate on MYP curricular issues. In addition, the goal is for some of the MYP staff to lead IB workshops in their IB subject areas once the three-year eligibility requirement is met.

Meyer's connection to the independent school organization is a strong one. Currently, Headmaster, Mr. Nehemia Ichilov, serves on the Board of the Florida Council of Independent Schools. The connection to this organization is also used to provide professional development for teachers and administrators.

4. Engaging Families and Communities:

The Arthur I. Meyer Jewish Academy has a philosophy of including its students' families in as much of school life as possible. Involved parents provide invaluable support, promote Meyer's distinctive community spirit, enhance the educational experience for its students, and help generate a feeling of community among the parents, students and faculty of Meyer Academy.

To this end, the school creates an atmosphere where its students' families are included in programming events, attending programs and reaching out to their extended family to do the same. Families are a vital component of many annual events, which include Sukkot Under the Stars, Women's Luncheon, Gala, Purim Carnival and Hanukkah Zimryah. These events also provide an opportunity for parents, grandparents, family friends and civic leaders to see how Meyer students are taught about their religious roots, and how they embrace that education. In addition, families are encouraged to volunteer during the school year in the lunchroom, at one of two Scholastic book fairs and at other times. The members of the Jewish clergy often visit the classrooms to offer extra perspective on religious and historical lessons.

The school also sends out weekly communications to parents, faculty, staff, board members and middle school students (who each have a school email address), which include information about upcoming events as well as articles and photos of things that have already taken place on campus. Information and photos about both are also posted on social media outlets (Facebook, Twitter and Flickr) so that families can view and share, while further promoting the school and engaging the community. In addition to the weekly communication, parent-teacher conferences are held every fall over a two-day period to allow all parents an opportunity to meet with the teachers so that they might work together to ensure that the student has the best educational experience. Each teacher maintains a class page on the school's website where parents have access to homework and class announcements. Daily updated grade reports for middle school students are also online to support the goal of constant communication with parents.

These efforts clearly show how the Arthur I. Meyer Jewish Academy embodies the Jewish philosophy of "from generation to generation," while engaging the greater community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Reading/Language Arts

Guided reading is incorporated within the reading block during which the teacher provides support for small, flexible groups of readers. The goal of guided reading is for students to use a multitude of strategies independently on their way to becoming fluent, skilled readers. Guided reading is used at Meyer due to the wide range of academic abilities of the students and the commitment to reaching each and every student at their specific level.

Mathematics

Students are provided with a substantial foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. Each grade level stresses computational, procedural accuracy and conceptual understanding as students proceed through the grade levels. Focus is on helping students make sense of mathematics in meaningful ways. Number sense, including estimation, mental math, and place value, is a driving force of the programs.

Foreign Language

The Arthur I. Meyer Jewish Academy is in compliance with the program's foreign language requirements. One of the principles upon which Meyer Academy was founded is to provide students with a strong foundation in Hebrew language and Jewish literacy. The Hebrew language curriculum emphasizes both the pronunciation and idiom of Modern Hebrew used in Israel and mastery of the basic Hebrew prayers for home and synagogue. Auditory learning begins in kindergarten, and each subsequent grade builds on the knowledge base of the previous year. Proficiency in second language gives students access to a broader range of input, experiences and perspectives, and raises achievements in other subject areas, as well as giving the students the enjoyment of being able to communicate in an additional language. Students in middle school are also given the opportunity to further increase their knowledge and experience by learning Spanish as an additional foreign language.

Social Studies

Social Studies at the Meyer Academy is truly a study of the social science. The goal of the social studies program is to provide children with the tools needed to form the ideas, values, and skills necessary to become a productive and valued global citizen. Learning about people, communities, and regions, about the nation today and the world of the past, is imperative for children to build an understanding of, and appreciation for, the world around them.

Additionally, the Judaic Studies curriculum compliments the general studies Social Studies program as it enhances and personalizes every student's awareness of his or her individual, family and community journey. This dual-curricular approach allows for a tremendously in-depth study of the social science of humanity.

Science

Meyer Academy students actively participate in laboratory-centered scientific inquiries and experiments. Scientific knowledge, process skills, and values are the curriculum's foundation. Students develop an understanding of the scientific method. Students in the elementary school participate in a science fair called the Invention Convention. Middle school students participate in a traditional science fair. Both are designed to promote problem-solving and creative-thinking skills.

Visual and Performing Arts

The elementary school visual arts program is designed to provide a basic understanding of the visual elements and principals of art and design as well as to explore art of other cultures, learn about master artists and introduce students to essential art history. Students in the performing arts program sing and play songs from the United States and around the world. These include traditional American folk tunes, African drumming, Latin beats, Chinese melodies, and Spanish and Ladino songs from South America. The overarching goal is to instill a love for music in every student.

Physical Education

The Physical Education program is designed to teach students the effective social and motor skills necessary to perform a variety of physical activities. Students participate in activities that enable them to become fit and maintain a physically active, healthy lifestyle.

2. Reading/English:

Meyer Academy uses the Fountas & Pinnell Assessment System, which consists of a series of carefully designed benchmark books that measure the level of difficulty at which a student is able to read fiction and nonfiction texts and will provide teachers, students, and parents, with valuable information. Among other things, this assessment determines the students' independent and instructional reading level, their reading placement level for instruction, identifies students who need interventions as well as enrichment, and documents student progress during the school year and over several years.

Along with whole class novels and activities, guided reading is also incorporated within the reading block during which the teacher provides support for small, flexible groups of readers. The teacher helps students learn to use reading strategies, such as context clues, letter and sound knowledge, and syntax or word structure, as they read a text or book that is unfamiliar to them. The goal of guided reading is for students to use these strategies independently on their way to becoming fluent, skilled readers. Guided reading is used at Meyer due to the wide range of academic abilities of the students and the commitment to reaching each and every student at their specific level.

Flexible groupings are based on student abilities and needs. There are various ways to determine a child's ability level, such as running records, print tests, and teacher observations. Since students progress at different levels, the teacher will need to have a plan for ongoing observation and assessment to track student growth, select appropriate texts, and to regroup students as their needs change. Again, teacher observations and running records provide valuable information.

A wide variety of books at different ability levels, called "leveled texts," are necessary so that the teacher can fit the book to the group. Teachers choose books that are easy enough for independent reading, meet the instructional goals for the group, and are interesting and motivating to students. As students become more skilled at using a range of reading strategies, the ability level of the texts used in guided reading lessons is increased. Previously read texts are always available so that students can reread them independently, with a partner, or at home, as they become fluent, confident, and self-motivated readers.

3. Mathematics:

In the elementary department at the Meyer Academy, students use a math program that meets the current National Council of Teachers of Mathematics' standards as it connects mathematics to the students' world. The math program focuses on helping students make sense of mathematics in meaningful ways.

Students learn new concepts through inquiry based learning . They ask questions and solve problems through manipulatives, group discussions, and project-based learning. Teaching begins to move from the more concrete to the more abstract as teachers incorporate problem solving into lessons.

As Meyer Academy students transition to middle school, they are introduced to a more structured approach to learning through the International Baccalaureate program. This program promotes the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all the areas of study in mathematics. It builds on the experiences the students have acquired in their elementary years and challenges the students to be curious, ask questions, explore and interact with the environment physically, socially and intellectually to construct meaning and refine understanding. The use of structured inquiry is a precursor to the problem-solving and inquiry-based approach of the middle year's program.

As well as being assessed using a standard grading system, students are also given semester grades using the International Baccalaureate assessment criterion for mathematics. These criteria include Knowledge and Understanding, Investigating Patterns, Communication in Mathematics and Reflection in Mathematics. The levels determine whether a student has mastered the criterion or has not yet reached the standard. Students are encouraged to solve more complex problems in unfamiliar situations and provide justification and proof of their findings. Their lines of reasoning must be concise, logical and complete, and when they reflect on their results they need to critically explain whether their findings make sense in the context of the problem.

Students are ability grouped in elementary and middle school. This grouping allows a teacher to pace learning so that concepts can be taught with understanding. A remediation specialist provides "pullout" services for those students who require more one-on-one assistance. After school free tutoring is also offered to all students, but encouraged for any students needing further assistance. The Meyer Academy is dedicated to meeting the needs of all students and involves differential teaching in order to attain grade level standards for all students.

4. Additional Curriculum Area:

The students are guided to be active participants in the technology curriculum. Technology-integrated learning enhances skills and develops adept users of technology within the curriculum across all subjects. This hands-on discovery approach broadens, enhances, and excites the learning process.

As part of the IB program, Middle school students are trained to follow a "Design Cycle" format for each of their technology projects. They maintain design briefs and notes, and are expected to reflect on what they produced in order to improve upon future designs.

The computer technology program strives to meet the following goals:

- To develop an interdisciplinary, project-oriented curriculum at all grade levels, with instruction by the technology instructor.
- To develop a curriculum that is integrated throughout the school curriculum disciplines that will be used as a tool to aid learning at all grade levels, therefore, making the program exciting and relevant.
- To use computer technology to enhance learning and prepare students to function in a technological world society by using a hands-on method.

The middle school students participate in a 1:1 program in which each student has access to a personal iPad. All Meyer teachers are issued iPads and MacBooks. And, each of the Meyer middle school students are also issued Google mail accounts through the school, thereby encouraging the teachers and students to participate in active conversations about assignments, exams, and classwork on almost a twenty-four/seven basis. This allows for instant feedback for each student on any school topic. Every teacher maintains class webpages on which they post daily assignments, activities, news, and events. Meyer Academy promotes a more responsible society that creates a smaller footprint on our environment by encouraging students and staff to use less paper and to use more electronic documents and grading.

The school also has multiple MacBook carts and iPad carts that can be checked out by classroom teachers at any grade level. These carts are in high demand daily by the first through fifth grade teachers. Technology is incorporated into every classroom and subject area. Many of our elementary school students bring their own devices to school. Students at Meyer Academy are not denied the privilege of using technology; they are encouraged to use it. And this starts with kindergarten having iPad learning centers with 3-5 iPads for kindergarten students to use.

5. Instructional Methods:

The students of Meyer Academy are educated using a variety of methods. Some students are auditory learners, and are comfortable taking notes while a teacher stands in front of the class. While many others are visual learners and need alternative approaches. The Meyer Academy has embraced the technological age with most classrooms using smart-boards and laptop carts. Last school year, the middle school students were introduced to the 1:1 (one to one, i.e. one device per student) computing program. As technologies advance, the Meyer Academy continues to strive to meet the needs of students by providing the tools necessary to enhance and further their learning experience. The 1:1 program will continue to utilize the Apple iPad in order to meet this goal.

If a student has an Academic Education Plan (AEP), they may also have some classroom accommodation and/or academic support. This academic support can be provided in or out of the normative classroom. Students that have a gifted evaluation from a licensed evaluator may also receive enrichment services if their needs cannot be completely met in the normative classroom. These AEP's are created at the beginning of each school year and can be modified on an as needed basis. These plans allow these specific students to thrive in a normative classroom and follow the same curriculum.

Within each classroom at Meyer Academy, teachers are differentiating their instruction. For reading, the students are grouped in guided reading groups, based on their Fountas and Pinnell A-Z reading level. The Fountas and Pinnel assessment is a researched based tool for reading placement. The student is assessed one-on-one. This assessment looks at fluency, reading errors, comprehension and writing. This allows the classroom teacher to create guided reading lessons around each student's specific academic needs. In math, the students are grouped homogeneously based on previous teacher recommendations and standardized test scores. In some of the math classes, enrichment activities may also be provided as needed. When needed, the academic resource specialist supplies supplemental materials for any students with an academic education plan.

6. Professional Development:

Professional development at Meyer consists of ongoing learning opportunities throughout the year available to teachers and administrators. Professional development is essential for school success and teacher satisfaction. Professional development is planned to develop new skills, new knowledge and professional growth.

With schools today facing an array of complex challenges—from integrating new technology in the classroom, to meeting rigorous academic standards and goals—stress is placed on the need for teachers to be able to enhance and build on their instructional knowledge. Professional development topics include technology, Jewish Studies workshops, literacy, special needs, health, and parental support.

The commitment to a formal school-wide assessment program resulted in offering faculty professional development training in the Fountas & Pinnell Benchmark Assessment System. This professional development provided training on how to administer and analyze the assessment and help participants understand instructional and grouping implications. Through demonstration, guided practice, and discussion, teachers learned how to administer, code, and score a Benchmark reading assessment, determine independent, instructional, and placement levels for readers, and analyze a child's reading performance-including reading comprehension, reading rate, and word analysis. This professional

development training is continuing throughout the year as teachers meet on a weekly basis learning and sharing various reading strategies.

One example of intense professional development is in the area of technology, and more specifically, iPads. Meyer Academy is proud to have a 1:1 iPad program for the entire middle school. Because of this, teachers have had, and continue to have, a variety of professional development opportunities to assist them in creating technologically advanced classrooms.

Another example of professional development, this time directed more towards administrators for developing a more meaningful evaluation process, was the Danielson Group Framework for Teaching. It is a research-based set of components of instruction, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components. Each component defines a distinct aspect of a domain; two to five elements describe a specific feature of a component. Levels of teaching performance (rubrics) describe each component and provide a road map for improvement of teaching. The Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching.

7. School Leadership:

The Meyer Academy has a “best of both worlds” structure in its administrative design. With a headmaster who functions as the on-site school superintendent, along with two principals (one leading and supervising the secular/general studies, and another doing the same for the Hebrew/Jewish studies), supported by an assistant principal, the 300-plus students, faculty and staff, and parent body all receive a personal experience that defines the school’s “partnership” philosophy and small-school attention to everyone’s needs.

The faculty is empowered to take on additional leadership roles, with many holding specific responsibilities and titles identifying them as the point-persons for various department activities and/or programs. There is a philosophy of shared-responsibility and ease of delegation, as well as a constant opportunity to promote risk-taking and “stretching” of the employees beyond their natural comfort-zones.

The Headmaster supervises the school’s two administrative branches, the academic and business. In the business office there is a CFO who ensures that all the policies, procedures, HR, and other related matters are held to the highest standards; similarly, the educational charge of the school is led by the two principals, who ensure that daily operations run smoothly and safely, and provide the level of academic excellence synonymous with the Meyer Academy name.

The administrative team is comprised of the following non-academic senior and support staff (Full-Time Equivalencies/FTE):

- Academic Resource Specialist (1.0)
- Administrative Assistant (1.0)
- Admissions Director (0.8)
- Assistant Principal (1.0)
- Athletic Director (0.5)
- Chief Financial Officer (1.0)
- Communications Director (1.0)
- Custodian (1.0)
- Development Director (1.0)
- Facilities Coordinator/Accounts Payable (1.0)
- Guidance Counselor (1.0)
- International Baccalaureate Program Coordinator (0.5)
- IT Administrator (1.0)

Middle School Coordinator (0.25)
Nurse (1.0)
Principal General Studies (1.0)
Principal Hebrew/Jewish Studies (1.0)
Property Manager (1.0)
Registrar (1.0)
School Secretary (1.0)
Security Supervisor (1.0)
Student Billing (1.0)

Additionally, in the middle school, not only does every adult lead by example, demonstrating the values that are embraced institutionally, but also emphasize these high ideals by providing external reinforcement through the school's "Awards for Excellence" program. Having the students develop a self-awareness and personal motivation to achieve the standard of excellence necessary in the categories of leadership, service, community, and scholarship, creates the concrete reward for the students, which the school's philosophy espouses. In the elementary school the tangible reinforcement occurs through the "Soaring like an eagle" program where students are identified randomly during the course of the day for exhibiting behaviors above and beyond routine expectations.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Jewish

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2012-2013 tuition rates, by grade? (Do not include room, board, or fees.)

K	1st	2nd	3rd	4th	5th
<u>\$13850</u>	<u>\$13850</u>	<u>\$13850</u>	<u>\$13850</u>	<u>\$13850</u>	<u>\$13850</u>
6th	7th	8th	9th	10th	11th
<u>\$13850</u>	<u>\$13850</u>	<u>\$13850</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
12th	Other				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$15046

5. What is the average financial aid per student? \$2250

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 43%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Stanford 10

Edition/Publication Year: 2003 Publisher: NCS Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Average Score	89	89	81	86	77
Number of students tested	29	40	36	46	55
Percent of total students tested	71	100	84	98	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
For the 2011-2012 school year, when the tests were sent in for scoring a portion of the third grade tests were misplaced at the scoring facility. When they located the test results for 9 of the students, their scores were reported on a separate report. However, the remaining 12 tests were never located. Both reports have been included for review. The scaled scores were averaged and then using the Norm Book for the Sanford 10 the percentiles were determined.					

13PV69

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Stanford 10

Edition/Publication Year: 2003 Publisher: NCS Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Average Score	81	86	82	85	74
Number of students tested	29	43	40	46	57
Percent of total students tested	71	100	93	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>For the 2011-2012 school year, when the tests were sent in for scoring a portion of the third grade tests were misplaced at the scoring facility. When they located the test results for 9 of the students, their scores were reported on a separate report. However, the remaining 12 tests were never located. Both reports have been included for review. The scaled scores were averaged and then using the Norm Book for the Sanford 10 the percentiles were determined.</p>					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Stanford 10

Edition/Publication Year: 2003 Publisher: NCS Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Jun
SCHOOL SCORES					
Average Score	91	90	86	78	74
Number of students tested	42	42	46	52	41
Percent of total students tested	100	100	98	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
In 2008-2009 and 2007-2008 fourth grade students were given the Stanford 9.					

13PV69

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Stanford 10

Edition/Publication Year: 2003 Publisher: NCS Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Jun
SCHOOL SCORES					
Average Score	87	83	85	76	76
Number of students tested	41	42	46	52	42
Percent of total students tested	98	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
In 2008-2009 and 2007-2008 fourth grade students were given the Stanford 9.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Stanford 10

Edition/Publication Year: 2003 Publisher: NCS Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Jun
SCHOOL SCORES					
Average Score	89	89	75	82	81
Number of students tested	40	43	48	41	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
In 2008-2009 and 2007-2008 fifth grade students were given the Stanford 9.					

13PV69

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Stanford 10

Edition/Publication Year: 2003 Publisher: NCS Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Jun
SCHOOL SCORES					
Average Score	81	86	72	80	82
Number of students tested	40	43	48	41	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
In 2008-2009 and 2007-2008 fifth grade students were given the Stanford 9.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Stanford 10

Edition/Publication Year: 2003 Publisher: NCS Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Jun
SCHOOL SCORES					
Average Score	87	83	76	90	80
Number of students tested	38	42	24	45	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
In 2008-2009 and 2007-2008 sixth grade students were given the Stanford 9.					

13PV69

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Stanford 10

Edition/Publication Year: 2003 Publisher: NCS Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Jun
SCHOOL SCORES					
Average Score	80	77	79	91	82
Number of students tested	38	42	24	45	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
In 2008-2009 and 2007-2008 sixth grade students were given the Stanford 9.					

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NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Stanford 10

Edition/Publication Year: 2003 Publisher: NCS Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Jun
SCHOOL SCORES					
Average Score	85	82	87	84	79
Number of students tested	42	22	40	42	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
In 2008-2009 and 2007-2008 seventh grade students were given the Stanford 9.					

13PV69

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Stanford 10

Edition/Publication Year: 2003 Publisher: NCS Pearson Scores reported as: Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Jun
SCHOOL SCORES					
Average Score	76	76	85	85	80
Number of students tested	42	22	40	42	42
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
In 2008-2009 and 2007-2008 seventh grade students were given the Stanford 9.					

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