



## **PART I - ELIGIBILITY CERTIFICATION**

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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

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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

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	43	44	87
K	11	13	24
1	9	16	25
2	17	10	27
3	18	20	38
4	10	18	28
5	18	15	33
6	17	10	27
7	15	16	31
8	13	5	18
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>338</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
94 % White  
0 % 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: 1%

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.	1
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the 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, 2011	303
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

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.

10. Percent of students receiving special education services: 1%  
 Total number of students served: 1

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>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>11</u>	<u>11</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>6</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>1</u>	<u>2</u>
Total number	<u>13</u>	<u>20</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:

20:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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:	_____	0
Enrolled in a 4-year college or university	_____	0%
Enrolled in a community college	_____	0%
Enrolled in vocational training	_____	0%
Found employment	_____	0%
Military service	_____	0%
Other	_____	0%
<b>Total</b>	_____	<b>0%</b>

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**

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Messiah Lutheran School is located in St. Charles County, Missouri, one of the fastest growing counties in the nation. The area features a cross-section of industry, as well as extensive retail and some agriculture areas. Approximately 80% of people living in the immediate area are employed in management, professional careers, sales, office, and service occupations. These parents are looking for quality educational programs for their children and carefully choose the school where their children will have an optimum opportunity to learn and grow.

Messiah Lutheran School is a young school which has proved to be highly successful in just 13 years of existence. Growth has been strong in all grade levels with the school attracting families due to strong academic performance and a caring reputation. Strong community and family connections are an integral part of Messiah's vision and accomplishments.

From the beginning of Messiah Lutheran School, there has been a distinct commitment to academic excellence. Upon graduation, the students are well prepared for high school whether attending local public schools or being accepted into top area private schools. Messiah Lutheran School is committed to providing a quality Christian education where children develop spiritually, intellectually, emotionally, socially, and physically. The school is known for its creative and innovative staff that provides a positive school climate fostering a love of learning.

The mission of Messiah Lutheran School is 'Living to discover and share the Love of Jesus Christ through a quality Christian education'. The vision to accomplish this mission states that a child from Messiah Lutheran School will (1) Love: Develop a vibrant loving relationship with Jesus Christ that is grounded in the truth of His Gospel, and encompasses love for all people; (2) Learn: Experience an excellent education in a loving Christian community; and (3) Live: Make a difference in the world for Jesus Christ while doing things that matter to God; be generous with time, talent and treasures; and, be the next generation of leaders to reshape the world for Christ.

In the past 12 years, the school has grown from 69 students to 250 students in grades K-8. The teaching staff has grown from five full-time to eleven full-time and eleven part-time staff members, allowing for departmentalization, prep time for teachers and individualized help for students. During this same time period a building expansion was completed allowing for an art room, music room, lunch room, and additional classroom space. With these additions, Messiah has been able to expand the music and art programs and implement interdisciplinary lessons for the students. Extracurricular activities have also been expanded to include band, strings, guitar, Praise Team, student council, cheerleading, Fellowship of Christian Athletes, and five sports for grades 5-8.

Messiah is blessed with a modern facility that is wired for technology, an area the school embraces at all levels. From preschool to eighth grade, students are immersed in technology including SmartBoards, mobile laptop labs, and standard computer labs. With technology integrated into all subject areas and to meet growing technology needs, SmartBoards have been installed in all classrooms. A computer lab is used by the primary children while two portable laptop carts with thirty computers each are available for grades 3-8.

During the last five years Messiah Lutheran School has seen a strong increase in the performance levels of standardized assessments completed by students. Such a pattern reflects a strong academic program led by highly qualified educators and leaders. A dedicated teaching staff with strong credentials, matched with a firm belief in a developmentally appropriate, yet challenging curriculum have proved to boost student performance in many curricular areas. Messiah Lutheran School has long held firm in the belief

that student success and best practices is crucial for providing the best learning and teaching environment possible.

A recent accreditation team noted that Messiah Lutheran School provides a caring environment while having a strong academic program, where children know the love of Christ. Strengths cited by the team included the school's challenging curriculum promoting critical thinking, higher level questioning, independent learning, and a recognized and honored teaching staff creating classroom environments where students come first.

Messiah students and staff also believe in giving back by conducting food drives, raising funds for Habitat for Humanity, providing shoeboxes of gifts for Operation Christmas Child, helping those with cancer through Phil's Friends, and collecting food for multiple food pantries. The children and staff also serve on mission trips to Uganda, Poland, Guatemala, and South Dakota.

For the 2011-12 school year, Messiah students at every tested grade level met or exceeded the scoring standards on the Stanford 10 Assessment to qualify for the Blue Ribbon Exemplary High Performing Schools award. These scores should place Messiah students in the top 15 percent nationally for reading and math and qualify the school for Blue Ribbon recognition.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A. Based on Blue Ribbon Standards, the 2012 data for Messiah Lutheran School indicate the children achieved at or above the 85th percentile on the SAT-10 in Math and Reading for every grade level taking the assessment. Overall from a school-wide perspective, Reading scores were among the top 10% in the nation while Math scores were among the top 11%. By grade level, the scores ranged from the 85<sup>th</sup> percentile nationally to the 100<sup>th</sup> percentile.

Math scores for the Messiah students were especially strong in the middle school. The 7<sup>th</sup> grade exceeded the cut-off score by twelve points in math, an indication of their cumulative educational success at Messiah using the Saxon Math curriculum from Kindergarten through middle school. All grades exceeded the cut-off scores in Math from four to twelve points.

Reading scores also met or exceeded the 85<sup>th</sup> percentile for all classes with a range from zero to eight points above the cut-off scores. While Grades 4 and 5 minimally met the percentile cut-off score for their age level, Grades 6 and 7 exceeded the standard by eight points and Grade 3 by six points. These scores are again indicative of the cumulative effect the Messiah staff and curriculum had on these students.

The cut-off scores for the 85<sup>th</sup> percentile are the minimal acceptable standards for Messiah students. Though the school was close to meeting Blue Ribbon Standards in 2010-11, the scores from the most recent test indicate the students are continuing to improve achievement levels by meeting and exceeding the national standards. The staff and parents at Messiah will continue to press on and look for ways to continually improve the curriculum and instruction in the school and never be satisfied with current learning levels, especially for children with learning challenges.

B. Trends will be analyzed regarding National PR-S of the Mean National NCE for all grades and specific classes taking the Stanford Assessment for four of the past five years. As included in the “Notes” section of Part VII, scores are unavailable for 2008-09 as the previous administration eliminated testing for budgetary reasons. In addition, Grades 2 and 8 were only tested in 2007-08 before economic concerns eliminated assessing those levels in subsequent years.

Due to low numbers of minority and special needs children, comparisons of subgroups may not be valid for statistical analysis. Seven of the ten scores for the five children in the two subgroups exceeded grade level scores. One child in a subgroup fell significantly below average scores and has been receiving additional time and support to address areas of concern.

Grade 3 reading scores have fluctuated over the four years of testing ranging from 67 – 86. Math scores for grade 3 have ranged from 51-77 with the last two years exceeding the 70 mark. The third grade class of 2007-08 scored 67, 77 and 78 in subsequent years for reading indicating steady improvement as these children were exposed to more of the school curriculum and instruction. For the same years in math, this group scored 85, 80 and 87 which supports improved learning levels as these children progressed through their schooling at Messiah.

Grade 4 reading scores indicate a steady achievement level with a range of 77-83 from 2007-08 through 2011-12. Math scores fluctuated over the same period with a range of 75-90. The fourth grade class of 2007-08 scored 78, 77 and 78 in subsequent years for reading indicating consistent achievement over those years. For math, this group scored a 96 in their last year of testing, indicating even stronger math achievement than the original score of 90.

Grade 5 reading scores fluctuated over the four years of testing ranging from 67-84 with the last two years exceeding 80. Math scores for Grade 5 ranged from 51-84 with similar results over the last two years as in reading. The fifth grade class of 2007-08 scored 77 in their last testing year in reading indicating steady achievement levels. In math, this group scored an 87 in the last year, indicating an eight point gain from their 2007-08 level.

Grade 6 reading scores have remained consistent over the four years of testing ranging from 77-82 with the highest score recorded in 2011-12. Math scores during this period ranged from 80-88 with the last three years at 87-88.

Grade 7 reading scores ranged from 77-85 over the last four achievement tests with consistent scores over the last three years. Math scores during this period ranged from 87-96 with the last two years at 90 and 96.

Several factors have impacted the achievement levels of Messiah children over the past five years. First, there is a great staff that cares about student learning and growth. The staff has very little turnover, providing a great opportunity for advanced professional development in the form of sharing best practices, research and key information leading to improved student learning on a class and individual basis. Second, Messiah continually reviews and revises curriculum to improve the expectations of what students need to learn and be able to do. The school implemented a backward design curriculum review process that aligns standards with grade levels above and below to ensure student success. Third, Messiah has great students and families. Staff encourages parents to be involved in the learning process and communicate constantly with them while seriously considering their suggestions for improving the school.

## **2. Using Assessment Results:**

Short and long term assessment data are used to analyze student learning on individual, grade and class levels. For example, when analyzing the Stanford 10 assessment the staff reviews scores in the four sub categories for reading and the three sub categories for math to determine strengths and weaknesses for the current year and over a three year period. Trends are noted and analyzed for the Mean Scaled Score, National PR-S of the Mean National NCE, and Median Grade Equivalent. Noting the highest scores and rankings for each category helps the staff to identify areas of success and areas for improvement.

Once areas of strength and weakness are identified for an individual student, the information can be used by teachers to develop strategies for differentiated instruction to maximize learning levels for each child wherever they fall on the continuum from gifted to learning challenged. The scores are especially helpful in developing strategies to aid struggling children and are compared to the Otis-Lennon School Ability Test given to our first and fifth grade students to measure intelligence levels. Gaps in scores provide additional information that can be used by parents and teachers to diagnose problems including the need for special education referrals.

The analysis of the data provides meaningful information regarding how a grade level is performing both short and long term. This information can be very helpful to staff when reviewing curriculum and instruction and can be a key to improving the learning model. For example, while overall scores may be at standard, a trend might be identified in reading vocabulary that would indicate a need for curricular and/or instructional adjustments to improve achievement in that specific area. This is the case in the third and fourth grade reading scores for 2011-12 which show significantly lower Median Grade Equivalents

than the Total Reading score. Staff will use this information to analyze the curriculum and instruction in that area so teachers can effect a positive change for the students.

Administration analyzes the longitudinal scores for a specific class over three years to determine how the curriculum and instruction are affecting learning. Specific examples are included in Part IV – 1B.

Though reading and math are the main priorities on the Stanford 10 analysis, the Messiah staff also reviews the scores for language, spelling, science, social sciences, listening, and thinking skills. The achievement levels for these areas also help drive curriculum development and instruction as staff determines if the students are developing higher levels of thinking skills.

As soon as they are received, Messiah annually communicates scores to the parents by sending home copies of their child's assessment results. Administration also communicates school and grade level scores to the community through the school newsletter and the school webpage. For the public report Messiah includes the National PR-S of the Mean National NCE and the Median Grade Equivalent. The school also compares current results with the data over a three year span so stakeholders have a better view of long term performance. Administration expects the parents and congregation to hold the staff's feet to the fire to perform at high levels as well as potential families to use the data as information for the decision on where to enroll their child in the fall.

Based on the research of Dr. Rick Stiggins and the Assessment Training Institute, standardized tests – in this case the SAT-10 and OLSAT - are used as summative assessments to measure student learning levels and are combined with local formative assessments designed to help teachers modify lessons and intervention strategies for each student. As a result of ongoing professional development focusing on student achievement, staff conducts action research in which some teachers develop individualized learning plans for struggling children using the data as a resource to provide additional time and support as needed. As part of this research, students failing an assessment must finish additional preparation and retake the test or rewrite the paper. Based on the child's age level, student self-reflection and goal setting follow teacher and peer feedback as part of the plan to master the learning goals. The results of this research will inform the entire staff on additional options for using assessment to promote student learning.

Failing is not accepted, especially with the knowledge that children learn at different paces requiring staff to meet their developmental needs to promote success. Assessment certainly provides valuable information to the staff and parents when determining how much and how fast a child learns. The primary emphasis is to use assessment for learning, motivating students to perform at high levels while communicating results to parents who can partner with the school in improving achievement levels.

### **3. Sharing Lessons Learned:**

Messiah Lutheran School strongly believes that success should be shared. Collaboration with other school leaders and educators builds the program stronger, as well as helps others learn. Staff is thankful to have had great success in the school; therefore, Messiah considers it an honor, privilege, and responsibility to partner with others and share experiences.

Several school leaders and administrators have been active in sharing best practices with a variety of audiences. While these practices have benefited Messiah tremendously, specific individuals have represented the school in collaboration with others.

Through involvement in the Lutheran Elementary School Association of the St. Louis Area, Messiah has been active in dialogue with nearly 40 other Lutheran School leaders and educators. Successful strategies are shared by communicating different scenarios and options related to school concerns and policies. With the rapid growth seen at Messiah, as well as the consistently strong standardized test

scores, leaders have been able to discuss unique teaching practices, visions for the future, and methods of expanding a school with others who may also be in a growing population area. For those schools who may be struggling, Messiah has become a type of “resource” school where other educators can visit and see first-hand what is being accomplished.

Many teachers at Messiah have also been active in professional development sharing, both in the secular and Lutheran School System. Two educators at Messiah have been recognized by the Lutheran Education Association as Distinguished Early Childhood Teachers. One of these teachers has been able to speak at a number of conferences on topics related to strong academics, developmentally appropriate practices, and creating a school environment where students are able to succeed. Schools and teachers, from both the public and Lutheran school systems, have looked to Messiah and its teachers for guidance, support, and opportunity to learn new, effective strategies.

Messiah Lutheran School is always looking toward the future in determining how teachers, students, and families can partner together and create increased student success. Even after successful and effective strategies have been identified, staff members continue to evaluate and look for additional growth opportunities.

#### **4. Engaging Families and Communities:**

When Messiah Lutheran School began in 1999, the surrounding community was just beginning to see what would become unprecedented growth. Located in one of the fastest growing areas of Missouri, Messiah has had the forward vision to plan and anticipate how connecting with a large number of families can be accomplished.

The Messiah physical facility is often used by the community as the school offers programs and space for a variety of groups. The availability of the facility builds a strong connection with the family and community. Through these interactions, members of the community become more aware of Messiah and the quality of the educational program offered.

Relationships and connections with community members is important at Messiah. School leadership and staff take extra effort in connecting with leaders of the community to extend the level of knowledge these community leaders have. Through school assemblies, personal relationships, television, radio, newspaper, Twitter, Facebook, and professional connections, Messiah has been able to actively share the school’s success and vision throughout the community. Staff feels these personal relationships have helped the community obtain a very positive view of our school, both in strong academics and quality educational environment.

Students have also been active within the community and partnered with various organizations to provide support, financially and also with gifts. Regular Chapel Projects have provided Messiah students and teachers an avenue to support the local community as well as mission projects around the United States and the world.

Whenever possible, community resources are used in enhancing the education and academics at Messiah. Whether it be connecting with the local public school for appropriate resources, using community professionals to visit the school and share aspects of their occupation, or partnering with the local fire and police departments to help educate students, Messiah strives for providing real-world experiences and connecting those to learning in the classroom.

Parents are a key component of the ministry at Messiah Lutheran School and are valued as a crucial part of student success. Messiah has been very intentional, as a whole school, as well as individual teachers, in striving for increased, effective communication with families. Elementary teachers make home visits to students during the summer months. Technology and electronic methods of communication have proven

to be invaluable for Messiah as we share information with families and keep them connected with the school environment.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Messiah's curriculum provides students the flexibility to grow and learn while fostering higher level thinking at all grade levels. Currently the teaching staff is converting the curriculum to align with Common Core Standards from a hybrid format including national, state and Lutheran based standards. By embarking on this annual rotating cycle of review and revision, the curriculum will keep abreast of new developments in every subject area including technology.

Students are immersed in reading and language arts from the moment they walk into Messiah's classrooms. Phonics and whole language skills are taught throughout all content areas, including nonfiction comprehension in Science and Social Studies. Both guided reading and balanced literacy provide students a tailored reading program that fits individual student needs. This also provides many opportunities for both formal and informal assessment to monitor student progress. Students are taught to reflect and respond to literacy through reading journals and groups.

The mathematics program is a spiral curriculum that combines both memorization skills and critical thinking skills, enhancing student learning and ability to solve real-life problems. Every student graduates with an algebra foundation ready for high school geometry. The Science curriculum is hands on, experiment driven, where students learn by doing. Students focus on Biology, Physical Science, Earth Science, and Health.

Students are given opportunities to practice healthy living and nutrition daily through a fitness club campaign. All students are encouraged to participate in Jump Rope & Hoops for Heart each year in addition to regular physical education classes. Students at Messiah are highly involved in school athletics beginning at fifth grade.

The social studies curriculum provides opportunities for virtual and local field trips as well as reenactments. Students are also taught current events, participate in mock elections, and stay up-to-date on current events in the world, as well as learn from past events. Technology is extensively used when teaching geography and mapping skills.

Messiah's students are given performing arts opportunities at all grade levels, including but not limited to musicals, Christmas services, chapel presentations, singing presentations, and instrumental concerts. Music and physical education are taught at all grade levels from kindergarten through eighth grade.

At Messiah Lutheran School technology is integrated into all aspects of curriculum, including reading, writing, social studies, science, and spelling. Students use online resources for studying, taking spelling tests, and creating virtual portfolios. The building was constructed with technology in mind, creating classrooms where technology could be embraced and used to enrich all areas of Messiah's curriculum. Computer class is taught from kindergarten to fourth grade, eventually becoming integrated on a cross-curricular level.

Messiah Lutheran School is in compliance with the program's foreign language requirements. A Spanish curriculum is taught to all students from first grade through grade eight. The goal of the Spanish curriculum is to provide every student with the opportunity to take higher levels of Spanish in high school if so desired. The middle school provides exploration classes that help prepare students for college and career readiness by allowing student to try new skills and apply them in real-world situations. These exploration classes allow students a chance to explore new skills they may otherwise not have the opportunity to experience.

The focus at Messiah Lutheran School is to teach the love of Christ in all things, and one way this is taught is through Christian Character Trait development. Student and staff led devotions, Bible studies, memory work, and religion curriculum provide students opportunities to grow in both Biblical knowledge and spirituality. Messiah's well-rounded curriculum provides an opportunity for all students to succeed while knowing the love of Jesus their savior!

## **2. Reading/English:**

**Elementary** - The reading curriculum provides the students with a firm phonetic background which will enable them to attack and decode new words, a strong sight word vocabulary which helps them to successfully read and enjoy material, and strong analytical skills which will help the children to comprehend the materials they read and extend their thought processes beyond the written page.

At the primary level (K-2) a basal reading program is used to insure that skills are sequentially taught to all students. Phonetic skills and sight words are introduced before stories are read in the basal. During the reading, comprehension is checked through a variety of questions involving story recall, critical thinking, and prediction. In addition, small groups read and discuss trade books, at their varying reading levels, while reviewing and extending the skills taught from the basal. During Center Time, reading activities at various levels are available for students to complete.

In grades 3 – 5, a combination of a basal and novels are used. During novel studies, skills identified by the basal are used to develop comprehension, fluency, accuracy and extend vocabulary. Students are grouped in Literature Circles according to their instructional level or the skill they need to master. Different groups work with a different novel. In the Literature Circles, unfamiliar or unique words are investigated to help expand vocabulary; scenes are recreated and comparison questions are used to understand what the characters are experiencing in the story; summaries are used to recap the events. All of these strategies help to strengthen and assess comprehension.

Students read silently, with partners, or in small and large groups. A reading specialist is also available to work with students who need help beyond what is available in the classroom.

Students at all levels are also required to complete book reports. Students are required to choose a book at their reading level within a certain genre. The book reports are not traditional written reports, but include activities such as performing a character role play, creating and presenting a commercial, making a scrapbook page, and many others. Classroom libraries, providing books at various reading levels and of many interests, are also available to the students on a daily basis for their individual reading.

**Secondary** - The core of the middle school language arts curriculum centers around the four strands of reading, writing, listening, and speaking with some emphasis on grammar and spelling.

While teaching any of the above mentioned strands, the focus is on teaching critical thinking skills using reading and writing strategies like analysis, synthesis, evaluation, visualization, questioning and connecting; and writing strategies of main idea, focus, elaboration and explaining, and using details. Graphic organizers help students organize their thinking and are used in all four strands.

Language Arts is approached using big pictures themes such as perspective, discrimination, and self-awareness and then incorporating reading/writing strategies. Students are frequently involved in using higher level thinking skills when writing and making oral presentations. Students are being prepared to keep their composure when being in front of an audience. They are being taught to be good listeners and to provide feedback to other students making oral presentations or to offer opinions in literature circle reading groups.

When studying the writing trait of Voice, for instance, a book will be read which is written in two perspectives. At the same time, commercials for a book will be composed and presented that offer specific opinions. Developing ideas by elaborating and showing rather than telling help show student learning. Students are encouraged to think outside the box.

Assignments are broken into more manageable sections for students who are reading below grade level. One section is completed at a time before the student moves on to the next section. Frequent progress checks are made by the teacher to ensure that the student is completing the work as directed. Directions are simplified for these students with key words being underlined or highlighted.

Students working below grade level receive one on one instruction from the teacher. They are paired with a student at or above grade level when working in groups.

Assignment books for struggling students are checked on a regular basis. Papers needed to be completed for homework are placed in a designated folder. An accordion file is used to organize papers currently needed for class. Close communication with the parents is maintained to ensure strong partnerships are forged addressing any learning deficits.

Out of the box thinking is encouraged in the Language Arts curriculum. Students who are reading above grade level can use their creativity and ingenuity to demonstrate their learning through the various class projects that are assigned.

### **3. Mathematics:**

Messiah Lutheran School's math curriculum spirals and is both data-driven and research based. Teachers combine problem solving skills and memorization in each lesson, as well as encourage students to think critically using 'mental math' skills that allow students to build brain knowledge of the base ten structure. This base ten knowledge helps students quickly compute math in their heads correctly grouping by tens as they add, subtract, multiply, and divide. As a result, Messiah students have great number sense which helps not only in high school preparation, but also in career readiness.

Students are taught to apply knowledge in life-like scenarios using manipulatives to help make abstract concepts more concrete. Often, students use manipulatives on the SmartBoard as a whole class as well as individually. These 'manipulatives in motion' help give a visual aid to students who may learn better from a visual perspective. Messiah's spiral approach allows students to solidify concepts with multiple formative assessments that guide instruction before a summative assessment evaluates student mastery of the unit goals.

Messiah students learn to think through problems step by step and are encouraged to find answers in multiple ways. By practicing a variety of skills each day as well as working on memorization and number sense, students are able to better retain and apply math knowledge. As application moves toward mastery, students are challenged with problem solving situations that evoke higher levels of thinking including evaluation and creation.

Teachers differentiate instruction as needed for learners of all levels, meeting students where they are developmentally. Because the math curriculum spirals, on a daily basis instructors quickly identify where students are struggling and their need for extra time and support. This gives teachers an opportunity to intervene as soon as a potential problem arises.

Both small group and one on one instruction are used to reach students at all levels. Higher level thinking problems going beyond simple application, using concepts that are currently being taught, help to engage students who are performing above grade level. Messiah also requires that each seventh grade student take pre-algebra and each eighth grade student take algebra. This insures that all students are prepared for

high school when they leave Messiah and will have the opportunity to take calculus and other Advanced Placement courses in grades 9-12.

#### **4. Additional Curriculum Area:**

In order to continue academic excellence and prepare students for higher learning and thinking, emphasis continues to be placed on instructional methods in the area of science. The Messiah approach to teaching science coincides with the school's overall philosophy: students learn best when they are actively engaged in activities. Based on this approach, the science curriculum has a heavy flavor of hands-on activities to promote authentic learning and assessment while edging the students beyond application into higher levels of thinking including evaluation and creativity.

Beginning at the primary level, hands on activities are provided for the students so that they are able to learn while actually doing. This helps the students to better understand and retain the concepts they are learning as well as to apply them to new situations. Examples of hands-on projects at the elementary level include building volcanoes that actually erupt and robots that write with a pencil.

From the primary level through the middle school level labs are performed using the scientific method as the guideline. A question is presented, a hypothesis is made, procedures are documented, and a conclusion is developed. Students learn that their predictions will not always be correct; even scientists learn from their mistakes. Students also learn that modifications to the scientific method are often used by scientists to conduct experiments and solve problems.

At times, due to necessary materials or time constraints, it is not feasible for all students to perform a particular lab or task at school. When this is the case, alternative sources such as teacher demonstrations, video clips, and home investigations are used to provide students with key concepts and new opportunities to think critically. Students, especially at the middle school level, are assigned additional activities which can be completed at home.

Reflecting student achievement in this subject area, Messiah science scores on the SAT-10 excelled at local and national levels. Of the 28 local Lutheran schools taking this assessment including three past Blue Ribbon Award schools, Messiah science scores exceeded composite percentile scores by an average of 4.6 points. On a national level, 82% of Messiah students performed at the proficient and advanced levels of the assessment with a median grade equivalent averaging 3.5 years above age level. These scores reflect the great students, families, staff, curriculum, and instruction at Messiah Lutheran School.

#### **5. Instructional Methods:**

Messiah's teaching staff strives to differentiate instruction in all areas of curriculum. Staff believes that each student has the potential to succeed academically and know the love of Christ. With this philosophy in mind, Messiah has created a balanced environment of strong academics and support for each of our students. The teaching staff takes the time to get to know the student and personalizes instruction for each student so they have the opportunity to be successful within the classroom.

Differentiated instruction begins with the staff visiting the home of each student enrolled in their class for that year. Visiting children and parents in their home environment during the summer creates an open relationship with the teacher and family, allowing parents to share their child's academic strengths and weaknesses from previous years. Teachers use this knowledge combined with input from past teachers and assessments to help make instructional choices for their students.

The teaching and support staff has received training on differentiated instruction with some of the best known names in the field such as Rick Wormeli, Rick Stiggins and Jim Grant. To enhance this training, Professional Development days are devoted to curriculum development and differentiated instruction.

Constant instructional updates, sharing best practices and reviewing research ensure the teachers are current on the latest differentiated instruction methods and ready with practical strategies to implement in their classrooms. The results of this training enable the staff to teach each standard in a variety of ways to reach all types of learners, allowing students the opportunity to show gained knowledge in a variety of ways including using technology to create multimedia presentations and graphic design.

Students at Messiah are respected and loved for being individuals as staff teaches to students' strengths and works with students to develop weaker areas. Messiah utilizes teacher aids and reading specialists in grades K-5 to help meet the diverse needs of students. Some examples of this include guided reading, balanced literacy, math groups, peer editing, and reading and writing conferencing. The teaching staff also offers before, during and after school labs and study rooms to help struggling students achieve at higher levels. The goal is to provide the support and time necessary for each child to learn at optimum levels.

## **6. Professional Development:**

Many professional development opportunities are available for the Messiah Lutheran School staff. These professional development opportunities help to keep staff members knowledgeable regarding current trends in education and best practices while providing opportunities for teachers to conduct action research testing new ideas and pedagogy. In addition to school wide opportunities, staff members are allowed to attend external workshops for more specialized development activities in areas of need. Sharing information received from such conferences is critical for implementation of new ideas.

The safety of the students is of utmost importance. Staff members have been trained in CPR, first aid, blood borne pathogen diseases, and use of AED. Additionally, presentations have also been made concerning epilepsy, diabetes, and cochlear implants in order to help teachers meet the needs of all students. Training regarding bullying, staff conduct and sexual harassment are additional topics covered during staff meetings.

Messiah is a member of LESA – Lutheran Elementary School Association. Teacher in-service opportunities are provided annually by LESA focusing on current trends in education such as differentiation, four block teaching and technology. LESA also prepares and distributes curriculum materials.

Teachers complete an annual self-assessment that provides information regarding strengths and areas for growth. Upon completion of this assessment, each teacher works with the principal to develop a Professional Growth Plan that will improve an indicated area of weakness. Funding is available through the school budget and local public school district for any professional development indicated by this process. Teachers are encouraged to use this funding to attend workshops that will enhance their classroom teaching, especially addressing areas for growth.

To complement monthly staff meetings and PGPs, Messiah provides ongoing in-house professional development by devoting a half day each quarter for training in which the staff meets together to hear a presentation and discuss a topic. Updating the current Language Arts curriculum is the emphasis of this year's professional development plan. Past professional development for half days has included a focus on differentiated instruction, assessment and technology. Sharing best practices and data driven research guide these sessions as teachers strive to maximize a shared vision for the children.

As staff members participate in professional development, they constantly improve the teaching and learning occurring in the classroom. This constant improvement on the part of the staff keys personal growth that results in keeping academic standards high at Messiah.

## **7. School Leadership:**

As a parochial school, the organizational structure at Messiah is based on simplicity – the principal is the chief administrator and is a direct report to the Senior Pastor. Messiah employs an Early Childhood Director who coordinates the preschool under the direction of the principal. A School Leadership Team composed of five parents, a teacher, the Senior Pastor, and the Early Childhood Director advises the principal on school matters.

The leadership philosophy at Messiah reflects a team approach to designing policy and establishing best practices for running the school. Parents, staff and the congregation provide input and direction for the principal who values ideas from many points of view. Messiah seeks to establish a sense of ownership among all stakeholders so the school can provide the best product for student learning and growth.

Through a series of town hall meetings, focus groups, advisory meetings, and surveys involving staff, parents and the congregation, the school and church has compiled a great deal of data evaluating the school and approach to leadership. Data from all of these forums have been critical in establishing and/or changing policy.

From the focus groups involving the congregation we established a set of guiding principles that provide a foundation for school values. These values align with the mission and vision statements created by parents, church leaders, school leaders, and congregation members during the town hall meetings. The mission and vision provide the foundation for all actions undertaken at Messiah on a daily basis.

Parents have a special forum where they meet with the principal three times per year and discuss issues, policies and programs. From these meetings sprang an improved uniform program, safer pick-up procedures, improved lunch service, growing music program, expanded athletic program, and changes in calendar to better meet the needs of school families.

Staff also contributes greatly to the leadership of the school. Teachers meet monthly during the school year in addition to two days before and one day after the school year to focus on shared decision making issues. Critical issues such as scheduling, calendar, extra duty positions, uniform policy, pick-up procedures, class size, grading, professional development, and school improvement are discussed and either revised or established as needed. The staff enjoys the ownership the shared decision making process provides them and understands the value it has on student learning.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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1. Private school association: Lutheran

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.)

<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
<u>\$4776</u>	<u>\$4776</u>	<u>\$4776</u>	<u>\$4776</u>	<u>\$4776</u>	<u>\$4776</u>
<b>6th</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
<u>\$4776</u>	<u>\$4776</u>	<u>\$4776</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>12th</b>	<b>Other</b>				
<u>\$0</u>	<u>\$0</u>				

4. What is the educational cost per student? (School budget divided by enrollment) \$5095

5. What is the average financial aid per student? \$337

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 15%

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Stanford

Edition/Publication Year: 7/2007; 9/2008; 8/2010;  
10/2011,2012

Publisher:  
Harcourt

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	71	77	51	70	55
Number of students tested	26	27	24	20	32
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Test scores are not reported for the 2008-09 school year because the previous administration temporarily canceled testing due to budget constraints. In lieu of 2008-09 scores, 2006-07 scores are reported for year 4 as per instructions from Joe McTighe. Three different Stanford editions were used by the previous administration, but we settled in on the 10th edition for the last two years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Stanford

Edition/Publication Year: 7/2007; 9/2008; 8/2010;  
10/2011,2012

Publisher:  
Harcourt

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	77	86	67	81	75
Number of students tested	26	27	24	20	32
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Test scores are not reported for the 2008-09 school year because the previous administration temporarily canceled testing due to budget constraints. In lieu of 2008-09 scores, 2006-07 scores are reported for year 4 as per instructions from Joe McTighe. Three different Stanford editions were used by the previous administration, but we settled in on the 10th edition for the last two years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Stanford

Edition/Publication Year: 7/2007; 9/2008; 8/2010;  
10/2011,2012

Publisher:  
Harcourt

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	82	75	83	83	90
Number of students tested	30	20	34	31	19
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Test scores are not reported for the 2008-09 school year because the previous administration temporarily canceled testing due to budget constraints. In lieu of 2008-09 scores, 2006-07 scores are reported for year 4 as per instructions from Joe McTighe. Three different Stanford editions were used by the previous administration, but we settled in on the 10th edition for the last two years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Stanford

Edition/Publication Year: 7/2007; 9/2008; 8/2010;  
10/2011,2012

Publisher:  
Harcourt

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	77	78	85	79	79
Number of students tested	30	20	34	31	19
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>Test scores are not reported for the 2008-09 school year because the previous administration temporarily canceled testing due to budget constraints. In lieu of 2008-09 scores, 2006-07 scores are reported for year 4 as per instructions from Joe McTighe. Three different Stanford editions were used by the previous administration, but we settled in on the 10th edition for the last two years.</p>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Stanford

Edition/Publication Year: 7/2007; 9/2008; 8/2010;  
10/2011,2012

Publisher:  
Harcourt

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	84	80	85	72	78
Number of students tested	20	34	23	24	33
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Test scores are not reported for the 2008-09 school year because the previous administration temporarily canceled testing due to budget constraints. In lieu of 2008-09 scores, 2006-07 scores are reported for year 4 as per instructions from Joe McTighe. Three different Stanford editions were used by the previous administration, but we settled in on the 10th edition for the last two years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Stanford

Edition/Publication Year: 7/2007; 9/2008; 8/2010;  
10/2011,2012

Publisher:  
Harcourt

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	81	84	80	70	78
Number of students tested	20	34	22	24	33
Percent of total students tested	100	100	96	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6. Asian</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
<p>Test scores are not reported for the 2008-09 school year because the previous administration temporarily canceled testing due to budget constraints. In lieu of 2008-09 scores, 2006-07 scores are reported for year 4 as per instructions from Joe McTighe. Three different Stanford editions were used by the previous administration, but we settled in on the 10th edition for the last two years.</p>					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Stanford

Edition/Publication Year: 7/2007; 9/2008; 8/2010;  
10/2011,2012

Publisher:  
Harcourt

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	87	87	88	87	80
Number of students tested	32	20	14	22	24
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Test scores are not reported for the 2008-09 school year because the previous administration temporarily canceled testing due to budget constraints. In lieu of 2008-09 scores, 2006-07 scores are reported for year 4 as per instructions from Joe McTighe. Three different Stanford editions were used by the previous administration, but we settled in on the 10th edition for the last two years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Stanford

Edition/Publication Year: 7/2007; 9/2008; 8/2010;  
10/2011,2012

Publisher:  
Harcourt

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	82	77	78	80	80
Number of students tested	32	20	14	22	24
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Test scores are not reported for the 2008-09 school year because the previous administration temporarily canceled testing due to budget constraints. In lieu of 2008-09 scores, 2006-07 scores are reported for year 4 as per instructions from Joe McTighe. Three different Stanford editions were used by the previous administration, but we settled in on the 10th edition for the last two years.					

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## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Stanford

Edition/Publication Year: 7/2007; 9/2008; 8/2010;  
10/2011,2012

Publisher:  
Harcourt

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	90	96	87	82	93
Number of students tested	20	11	31	11	23
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Test scores are not reported for the 2008-09 school year because the previous administration temporarily canceled testing due to budget constraints. In lieu of 2008-09 scores, 2006-07 scores are reported for year 4 as per instructions from Joe McTighe. Three different Stanford editions were used by the previous administration, but we settled in on the 10th edition for the last two years.					

13PV50

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Stanford

Edition/Publication Year: 7/2007; 9/2008; 8/2010;  
10/2011,2012

Publisher:  
Harcourt

Scores reported as:  
Percentiles

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	78	77	77	65	85
Number of students tested	20	11	31	11	23
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
Test scores are not reported for the 2008-09 school year because the previous administration temporarily canceled testing due to budget constraints. In lieu of 2008-09 scores, 2006-07 scores are reported for year 4 as per instructions from Joe McTighe. Three different Stanford editions were used by the previous administration, but we settled in on the 10th edition for the last two years.					

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