

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

[] Public or [X] Non-public

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

Name of Principal Dr. Todd Alan Deveau

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

Official School Name Santa Fe Christian Middle School

(As it should appear in the official records)

School Mailing Address 838 Academy Dr

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

City Solana Beach State CA Zip Code+4 (9 digits total) 92075-2609

County San Diego State School Code Number* N/A

Telephone 858-755-8900 Fax 858-350-9739

Web site/URL http://www.sfcs.net E-mail tdeveau@sfcs.net

	Facebook Page	
Twitter Handle <u>@SFCSEagles</u>	<u>https://www.facebook.com/SFCS</u>	Google+ _____
YouTube/URL	<u>Eagles?ref=hl</u>	
<u>https://www.youtube.com/user/SFCSEagles?su</u>		Other Social Media
<u>b_confirmation=1.</u>	Blog _____	Link <u>N/A</u>

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*Dr. Tom Bennett E-mail: tbennett@sfcs.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. _____

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

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Bill Littlejohn
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	35	33	68
7	47	45	92
8	54	51	105
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	136	129	265

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 4 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 85 % White
 - 7 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1	240
(5) Total transferred students in row (3) divided by total students in row (4)	0.013
(6) Amount in row (5) multiplied by 100	1

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

9. Students receiving special education services: 14 %
37 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|------------------------------------------------|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>35</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	2
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	94%	94%	95%	95%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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

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

Yes No

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

15. Please summarize your school mission in 25 words or less: Our mission is to partner with Christian parents to disciple students to embrace biblical truth, strive for academic excellence, and model Christ-like leadership.

PART III – SUMMARY

Santa Fe Christian Schools (SFC) is an Independent School that has enjoyed tremendous success for over 35 years. God has guided the school's path and direction faithfully. Although it has not always been easy, the process has helped to shape SFC into a remarkable organization with a strong community and a distinct mission. The mission of SFC is to partner with Christian parents within a Bible-based community, in order to disciple students to embrace biblical truth, strive for academic excellence, and model Christ-like leadership to influence their homes, churches, and communities for Christ.

The campus property has a grand history, starting out as a resort-style hotel in Old Del Mar. Many celebrities of the time made their way south from Los Angeles to relax by the pool, place a bet on the horse races at the Del Mar track, and enjoy the beauty of the ocean view. The property later became a military academy and then, although slated to be a housing development, it was purchased by a man who envisioned a school that could serve Christian families in North San Diego County. Christian Unified Schools of San Diego (CUSSD) established Santa Fe Christian Schools in 1977. In 1985 SFC became a separate entity from CUSSD and has operated independently ever since.

Santa Fe Christian Schools is comprised of four distinct schools on two different campuses: Early Childhood, Lower School (K-5), Middle School (6-8), and Upper School (9-12). Each school has its own administrator(s), but all four schools share one Board of Directors and one Head of School. The SFC Lower School was awarded the U.S. Department of Education National Blue Ribbon Schools in 2011. The SFC Middle School is now poised to submit this application for consideration.

Our admission policies in the Middle School provide framework to consider the spiritual, academic, and behavioral criteria of each applicant, thereby reviewing the whole child. One parent or guardian must be a professing believer in Jesus Christ, agree with the school's Statement of Faith, and provide a written Christian testimony. Family and student interviews are conducted for each applicant. For academic evaluation, cumulative and current GPA must be 2.7 (B-) or above. Prospective students must also complete the Independent School Entrance Exam (ISEE) for consideration. Teacher and Principal evaluations and report cards must show that the student is an independent learner, has the ability to be successful in a traditional classroom environment, and is prepared for academic rigor. Students and families of any race, color, nationality, or ethnic origin are encouraged to apply.

Under new leadership in the 2013-2014 school year, consisting of a Principal and an added position of a full-time Dean of Students, the Middle School envisioned its distinctive goal to provide students with numerous opportunities to explore, grow, and try new experiences so that they can discover who they are and ultimately Whose they are. We believe that Middle School is a time of discovery when students should be exposed to a variety of meaningful, hands-on experiences. We strive to build a vibrant learning community in which the students are challenged to master new skills and have fun in the process. Our Middle School provides students with unique and stimulating learning opportunities and encourages all students to strive for academic excellence. The greatest strength of the SFC Middle School is our talented and dedicated faculty and staff. Our highly qualified teachers and staff are committed to building relationships with each child and ensuring that each child meets his potential. Our desire is to train the whole child – academically, emotionally, socially, physically, and spiritually.

A specific example of how we have progressed toward our goal is demonstrated with the substantial overhaul to our elective offerings for the 2014-2015 school year. Last year we offered eight general electives for our seventh and eighth grade students to complete their schedules. Throughout the school year the administration engaged the teachers in conversations about what they would be excited to teach as electives if they could teach anything. General courses such as Art suddenly became "Draw Like da Vinci and Print Like Rembrandt," "Graphic Design," "Collage, Mixed Media and Sculpture," and "Paint Like A Pro." Drama class became "Improv Theatre," "Technical Theater," "Acting," and "So You Think You Can Dance." We challenged the traditional understanding of time and scheduling by arranging the majority of our electives to meet two days per week for the semester which increased student choices tremendously. Convinced that we must do better, this fall we launched a total of twenty-six electives (listed in Part IV,

section 2) in which our students can explore and discover their passions and talents. Depending on their core classes, students choose between two and eight electives over the course of the year. Innovative initiatives such as these coupled with a growth-oriented faculty committed to learning and implementing best practices in the classroom are what make SFC Middle School distinctive.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Santa Fe Christian Schools is dedicated to expanding minds, building faith, and enriching the lives of our students with a rigorous academic program. Quality instruction at SFC is founded on a well-defined curriculum that is highly structured, appropriately sequenced, and reviewed each semester to reflect current teaching and learning practices. The Middle School provides students with the strong curricular foundation necessary for success in Upper School and beyond. Students are required to take the following core subjects during their Middle School years: Bible, English, math, science, social studies, visual and performing arts, technology, and PE; additionally, all students have the option to take Spanish or French. Each course systematically integrates a biblical worldview.

The Middle School utilizes high-yield instructional strategies reflective of best practices. Instructional strategies focus on active learning, essential knowledge achievement, wisdom and understanding, critical and higher-order thinking skills. Student learning outcomes go beyond essential knowledge as students are engaged in extending their learning experiences beyond the classroom. Our teachers make learning exciting by using varied instructional practices including Problem and Inquiry-based Learning, Flipping the Classroom, Lesson Study, and hands-on Project Based Learning.

English

Our English curriculum focuses on effective methods of communication including reading, writing, speaking, listening, and critical thinking. Building a strong vocabulary is a high priority and traditional grammar is taught to enhance writing skills. Students learn effective sentence construction and practice editing and rewriting for improvements in sentence formation, usage, mechanics, and spelling. Our program places emphasis on the stages of writing: pre-writing, evaluating, revising, proofreading, and composing the final draft. Students have extensive practice in writing multiple paragraph essays with training in thesis writing. Writing includes descriptive, character analysis, process, journal, poetry, creative, and persuasive essays with an emphasis on response to literature. Instilling a love of reading is a top priority. Students read a wide variety of canonical literary works both in and outside of the classroom. We teach students how to analyze literature, focusing on elements such as setting, plot, characterization, theme, and figurative language. The elements of narrative such as conflict, rising action, climax, and resolution are also discussed and analyzed. Additionally, a biblical worldview is integrated into the analysis and discussions of literature. Frequent oral reports and presentations allow students to practice their public speaking skills. The English curriculum provides students with a rich language experience and increasing mastery of material.

Mathematics

The Math Department uses high-level cognitive math problems to develop critical thinking and reasoning skills. Math concepts are tied to applications that are part of the student's real world. In sixth grade, students work with problem-solving strategies, decimals, analyzing data, number patterns, fractions, integers, equations and functions, proportional reasoning, geometry, area, surface area and volume, discrete math and probability, applications of percents; they will have exposure to many pre-algebra concepts, focusing on Singapore Math and Cognitively Guided Instruction techniques. Building a solid foundation in preparation for algebra, pre-algebra students continue to practice and master the above skills. Algebra 1 emphasizes relationships between variables and in identifying relationships as linear, quadratic, inverse, or exponential. Students learn to solve linear and quadratic equations, inequalities and systems of linear equations and linear inequalities. Students learn operations with exponents, rational expressions, and equations and polynomials; function notation is introduced. A variety of learning activities are used in the mathematics classroom. These include songs, group work, experiments, projects, lectures, games and competitions. Students participate in math-related activities outside of the classroom such as Math Club, Math Team, MATHCOUNTS, Robotics (First Tech Challenge and First LEGO League), and SeaPerch. Helping students visualize and conceptualize the topics, teachers use various technology such as Eno Boards, Smartboards, Geometer's Sketchpad, Excel, document cameras, Apple TV, iPads, TI-84 SmartView and Khan Academy videos. With the fun spirit of competition, math classes use difficult and complex "problems of the week" to engage and challenge students to develop higher level cognitive thinking.

Science

Our science curriculum is designed to deepen the student's understanding and appreciation of God's creation. In sixth grade, students learn the major areas of earth science: astronomy including the earth, moon, stars, and planets; plate tectonics including earthquakes, volcanoes, plate tectonics, and continental drift; rocks and minerals, erosion, maps, atmosphere, weather, and oceans. In seventh grade, students are introduced to the foundations of biology including the scientific method. Students focus on topics related to cell biology including cell structure and functions, photosynthesis and respiration, diffusion and osmosis, cell division and DNA. Additionally, students learn about genetics, creation/evolution, immunity and disease, characteristics and classification of living things, and a survey of vertebrates using the frog as the model. In eighth grade, basic chemistry and physics focus on the properties and classification of matter and on the patterns of the periodic table. The physics curriculum includes the forces of motion, simple and complex machines, heat energy, electricity and magnetism, and fluids. Students learn concepts through a series of long-term projects which include the design and construction of air-powered paper airplanes, propeller-powered balsa wood cars, and the design and construction of electrical circuit boards. Students sharpen their scientific inquiry as they learn how to gather and display data and write clear and concise conclusions based upon that data.

Social Studies/History

The social sciences curriculum is aimed at equipping students to be involved and informed citizens who can critically evaluate, analyze, and make judgments about the past and current political, social and economic events in light of biblical truth. In sixth grade, students explore ancient civilizations and major geographical features and boundaries of each civilization. Studying past kingdoms, empires, rulers, conquests, contributions, and influences from the time of creation to the fall of Rome, students gain an appreciation for the history of the people of the world. In seventh grade, students study the early civilizations of the world, starting with the Roman and Byzantine Empires and leading to the influence of Islam throughout the Middle East as well as Africa. They examine East Asia, specifically China and Japan, the Renaissance and Reformation, and the Exploration of the Americas. In eighth grade, students actively participate in a study of the origins of the United States from pre-Columbian America up through the Civil War. Students learn through lecture, discussion, reenactments, simulations, collaboration, and cooperative learning.

Bible

Our Bible curriculum seeks to instruct students in the historic Christian faith: imparting students with a greater knowledge of the Bible, equipping them to defend and model the Christian faith, and seeking to disciple them to grow in wisdom and a godly spiritual walk. Our purpose is to preserve, transform, and influence our sphere of influence using the message of Jesus Christ to develop meaningful personal relationships with our triune God. In sixth grade, students gain an understanding of the major content, structure, and themes of the Old and New Testament. Through this study, students gain a greater understanding of the nature of God and His love for us. Students in seventh grade explore the Gospels by studying the historical and cultural background of the time of Jesus. Students examine, in-depth, the life, ministry, and teachings of Jesus Christ. The ultimate goal is to draw students deeper in their faith, understanding, and relationship with God. Eighth grade students explore how as Christ-followers they can face both the challenges of everyday living and the more difficult challenges of the overwhelming and sometimes painful human experiences. The emphasis of this course extends beyond just surviving to thriving in the midst of circumstances such as together we learn the meaning of Romans 8:37 which says, "Yet in all these things we are more than conquerors through Him who loves us."

2. Other Curriculum Areas:

Santa Fe Christian Middle School is distinguished by our extraordinary elective options. In addition to required physical education, Bible, performing arts, technology, music, and drama in sixth grade; and required physical education and Bible in both seventh and eighth grades, students can choose from a myriad of vibrant and innovative elective courses including the following:

French: French is designed to give students the basic language tools for developing proficiency in using French for communication. Students practice all four language skills of listening, reading, writing, and speaking as well as develop an understanding of and appreciation for the French language and culture.

Spanish: Spanish is designed to give students the basic language tools for developing proficiency for communication. Students learn to communicate in Spanish both orally and in writing as well as gain an understanding of and appreciation for the Spanish language and cultures.

With our French and Spanish offerings Santa Fe Christian Middle School is in compliance with the National Blue Ribbon Schools program's foreign language requirements. In grades 7 and 8, 105 students (54%) are currently enrolled in Spanish or French. The foreign language classes meet for 220 minutes per week for the full year. Students are eligible for high school credit upon successful completion of the class.

Band: Students develop skills on their instrument(s). The SFC band performs at various festivals and concerts as a concert band.

Concert Band: Members learn how to interpret correct jazz phrasing, articulation and style; how to improvise jazz melodies, riffs, and licks; how to play by ear as well as read music; and how to fit into a jazz combo or jazz big band.

Choir: Students learn how to read music as well as singing technique. They perform in various festivals, concerts, and ensemble recitals.

Physical Education: Classes provide training and instruction towards a healthy and active lifestyle.

Boys' Physical Education in Team Sports: The purpose of this course is to learn personal accountability, the value of winning and losing, and to build lifelong fitness habits.

Boys' Physical Education Through non-traditional games and activities: The purpose of this course is to be exposed to a broad scope of non-traditional sports and activities in a safe and instructive environment that is structured for all ability levels.

Girls' Fun-fest Games: This class includes games such as War Ball, Friendly Ball, Life Boat, Crazy Kickball, Speed-ball Volleyball, Home-run Derby, Dodge Ball, Capture the Flag and more.

Girls' Beach Games: This class is held on the sand at the beach and includes Beach Volleyball, Soccer, Capture the Flag, Over the Line, Ultimate Frisbee and many more.

So You Think You Can Dance: Students learn the basics of a variety of dance styles including jazz, tap, lyrical, waltz, and swing. They learn dance vocabulary such as frame, spotting, ball-change, point, flex, relationship, levels, and connection.

Acting: Students learn basic acting technique including objective, obstacle, tactics, blocking, stage presence, ensemble building, pure improv, and audition techniques.

Improv Theatre: Students learn basic improv principles including story-telling, justification, back-story, name-it, show don't tell, give and take and so on.

Technical Theatre: Students work behind the scenes to learn the basics of lighting design, light board programming and operation, sound design, sound effects creation, sound board operation, ground plan design, and stage management.

Blogging 101: Students write about their passions and create content for online publication. Topics range from surfing, missions, cooking, skateboarding, to what its like to be a Christian teenager.

Movie Making 101: Students collaborate to develop their ability to tell great stories through the use of digital media. This course includes instruction in areas of pre-production, film composition, and video editing skills.

Photo and Design: This course teaches the creative planning and execution of visual communication.

Photographers use a combination of composition, lights, and surroundings to communicate visually with others.

Let's Digitize and Design: This course introduces students to beginning graphic design skills utilizing traditional and digital tools, materials, and procedures in the design industry.

Paint Like A Pro: This course is designed to strengthen the students' awareness of the history and techniques of painting while exposing students to contemporary styles and ideas about visual art production.

Assemble and Sculpt Away: Students solve sculptural problems in the nature of form, concepts of structure, and principles of design, using materials such as paper mache, cardboard, wood, tape, plaster, and found objects.

Draw Like da Vinci and Print Like Rembrandt: This course explores the possibilities of making marks in an experimental drawing and printmaking course that explodes all notions of what a drawing or print can be.

Introduction to Computer Coding: Students learn Scratch, a computer programming environment that allows them to create and design their own interactive stories, games, and animations.

Mathematics Problem Solving: Students explore and learn combinatorics and advanced counting strategies by solving challenging mathematics problems.

Yearbook Production: Students work together to create an annual yearbook that reflects the spirit and community of our Middle School.

Student Leadership: Middle School students govern and implement school activities and learn to identify their leadership style to influence and inspire the community.

3. Instructional Methods and Interventions:

Santa Fe Christian Schools has a well-respected and highly successful Academic Support Program (ASP) that provides services for our students with learning differences, ADD/ADHD, and/or remedial needs. Our students who have learning needs are given the study tools they require to become successful learners including focused intervention, tutoring, strategic study skills instruction, and academic support during Study Skills Class. The Study Skills Class fits in the student's schedule as an elective option during the regular school day. The ASP teacher supports, encourages, and trains the student with respect and Christian compassion in a small group setting; it provides study skills instruction, directed tutoring, academic support, and trains the student with daily strategic intervention. Mentoring promotes academic excellence, organization, and confidence. The ASP program is committed to providing the positive and supportive environment needed by students with special needs to become stronger, more successful, confident and independent thinkers and learners. We believe that God has a perfect plan for each individual and a designed purpose for each obstacle encountered in this life. The ASP requires each student to obtain a psycho-educational diagnostic evaluation from a licensed diagnostician, keeping the testing current every three years. Individualized classroom accommodation reports are generated from that testing for each student in the program. Extended time on exams is granted to students with a recommendation from their licensed diagnostician.

Our Middle School is committed to meeting the needs of all of our students, including engaging and challenging our gifted students, and a wide variety of instructional methods are used to this end. In an effort to equip teachers with current best practices and effective instructional approaches, we developed several Professional Learning Communities (PLC) for the 2014-2015 school year including the following options for teachers: Differentiated Learning, Project-based Learning, Digital Portfolio, Engagement, Assessment for Learning, Understanding by Design, Flipping the Classroom, Technology, and Biblical Integration. The purpose of the PLC is for teachers to work collaboratively in a group community and take time to focus on an area of teaching practice which will increase learning in the classroom. Teachers are not merely focused on curriculum building or lesson planning in their PLC; rather, they are focused on how they teach in order

to impact curriculum building or lesson planning. Our goal is to improve and enhance our teaching practice by focusing our professional growth time on a specific teaching skill. In an effort to ensure the success of our PLC groups, we allocated funds from our Strategic Plan to purchase resource materials and to pay a stipend to teachers who lead a PLC. Additionally, we scheduled ample time throughout the school year; for 2014-2015 we allocated six in-service Professional Growth Days and six additional meetings after school to accomplish our goal.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Middle School used the Stanford Achievement Test Edition 10 (SAT10) prior to 2008 and began using the CTP4 from Education Records Bureau (ERB) in spring 2008. The transition from the SAT10 to the ERB CTP4 was a difficult one as the scores varied dramatically (downward) from those on the SAT10 and, furthermore, there was not sufficient teacher training about how to interpret the results of the exam. Middle School continued to use the test through spring 2013. After observing the success of the Lower School's use of Measures of Academic Progress (MAP), the MAP was piloted in sixth grade English and seventh grade mathematics in fall 2012. In May 2013 the Middle School fully adopted and administered the MAP to all students in place of the ERB CTP4. Since its adoption, and with the Middle School under new leadership, we have invested in MAP training for the administration to be able to provide on-site professional development for the faculty. Teachers are learning to analyze and interpret the test data, as well as to use NWEA's many resources for differentiating instruction. Middle School administers the MAP two times a year in fall and spring.

Currently our MAP score percentages are trending higher than the ERB averages from 2009-2012. Santa Fe Christian Schools admits students with a significant range of abilities. We serve students who score in the average range on standardized exams as well as those who are identified as gifted and talented. We believe the significant gains in math, reading comprehension, and language usage more accurately measures and confirms the effectiveness of our curriculum and instruction. According to ERB, "The Comprehensive Testing Program (CTP) is a rigorous assessment for high achieving students." Given our population of learners, we realized that the verbal and quantitative reasoning sub-tests of the ERB did not allow our students to perform at a high level. However, MAP has demonstrated the achievement levels of every one of our students and informed the instruction of our teachers to be able to further meet individual student educational needs. Furthermore, given that the MAP assessment is directly aligned with Common Core, we are confident that our curriculum is addressing higher-level skills such as critical thinking, problem solving, and depth of understanding.

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

Middle School teachers conduct a wide variety of formative and summative assessments that evaluate student learning using multiple modalities and generating a variety of data which are used systematically to improve instruction and to enhance student learning. Teachers collect data on a consistent basis to improve vertical articulation and to target specific student remediation or, conversely, to challenge gifted and talented students. Standardized tests such as ERB and MAP, parent and student surveys, student AMC math competition results, and ISEE scores are analyzed and discussed in grade-level teams and subject-specific departments with regard to individual student achievement demonstrated in the classroom. Data gives us a clearer understanding of how individual students across grade-levels are progressing in their learning and informs instruction and curricular development and/or change.

The results of assessments are used to help teachers differentiate instruction and meet students' identified needs. Data helps teachers identify which students need extra attention for individualized remediation outside of the formal class. Conversely, data provides information about students who can be challenged with more academic rigor and more advanced learning opportunities inside and outside of the classroom. Students who excel in academics will be placed in Honors English and/or advanced math courses. We are committed to meeting the learning needs of every student. Data also helps to inform what enrichment courses we should offer in our Extended Studies Program. This after school and summer option offers additional educational experiences for all students and high achieving students in particular. Advanced Math Theory and Proof, Robotics, and SeaPerch are a couple of examples.

Santa Fe Christian Middle School has extremely motivated and passionate teachers who regularly attend conferences, researching and learning the best methods of instruction and current trends in their subject matter. We are committed to providing the financial support for our faculty to receive relevant annual

professional development. The academic department chairs meet every two weeks throughout the school year to analyze the findings of the faculty and to assist the administration in making the decisions necessary to ensure that the allocation of resources is appropriate to the needs of the teachers and the students.

During the 2013-2014 school year, the Middle School instituted parent-student-teacher Conferences with the student's Adviser twice a year, once in the fall and once in the spring. The Principal and the Dean of Students hold two annual Parent Coffees with each grade level; they also began last school year to hold less formal Parent Chats every other month for each grade level. The Dean of Students also communicates with each student one-on-one and regularly with parents about student academic achievement. The ASP teachers hold regular meetings between teachers, students, and parents to discuss student academic progress. All teachers effectively use email to communicate with parents and students any academic issues and/or praise reports. Furthermore, our webpage mysfcs.net lends itself to effective two-way communication by keeping teachers, parents, and students informed about all school programs and events. Students and parents also receive academic Progress Reports every six weeks, with two formal Semester Report Cards.

Part VI School Support

1. School Climate/Culture

Engagement is a key component to Santa Fe Christian Middle School's success. We believe that while 11-14 year-old students are wrestling with their identities and are in the process of discerning who they are and who they are designed to be, they need to be exploring and discovering varied activities. We want our students to have many choices academically and athletically while being socially and spiritually secure.

All students are in single-gender small-group advisories each day for fifteen minutes to fellowship and participate in various community-building activities. On Mondays the Middle School meets as a community in our gym in an Assembly lead by our Student Leadership classes. Students make pertinent announcements, celebrate student accomplishments, and choose a teacher to appreciate for the week with small gifts and messages of encouragement. On Tuesdays we divide our students by gender and our faculty members present a topic (such as courage, boldness, or respect) that is relevant to the life of a Middle School student. The advisory meets on the following three days to discuss in-depth the topic of the week with a faculty adviser and their peers. While all of the Middle School teachers purposefully build meaningful relationships with each of their students, the advisory program assigns a specific adult advocate to a small group of students.

Our newly enhanced elective offerings provide a myriad of choices to our students during the school day to further engage in performing and fine arts, leadership, computer science, world languages, yearbook, and specialized physical education and academic coursework. Individualized schedules allow students to take as few as two to as many as eight electives in a school year. Feedback thus far has been tremendously positive. We intend to reevaluate our elective offerings on an annual basis to ensure that we are providing meaningful and relevant options to our students that create excitement and engagement in learning.

There are multiple extra-curricular outlets for students to pursue learning outside of the formal classroom setting. Seventh graders participate in the San Diego County Science Fair and California State Science Fair; SeaPerch underwater robotics has been added after school; Mathematics Club participates in several math competitions throughout the year including the Mandelbrot Exam, American Invitational Mathematics Exam, the American Mathematics Competition, and the California Math League. The Middle School talent Show is an annual favorite event on campus. Visual and Performing Art students participate in several local events including ACSI Musicale, band competitions, San Diego Little Italy Chalk Art Festival and Art Splash. Each year our Middle School Activities Coordinator and teachers plan and execute grade-level retreats for each of our classes. The sixth grade travels to Indian Hills for a three-night, four-day science education experience based on their earth science curriculum. Seventh goes to Pine Valley and eighth grade travels to Catalina Island to bond as they learn about Christ-like leadership. Our Extended Studies Program reaches beyond the school day to provide additional enrichment opportunities to our students after school and during the summer. Last year we introduced a Middle School Community Day in which the entire community goes to an off-campus location to have fun and build relationships. This spring we intend to take advantage of our location and spend the day having a blast at the beach. Athletically, students have the opportunity to play on one of fourteen interscholastic sports teams. We embrace a "no cut" policy which allows all students to try their hand at athletics and every athlete has the opportunity to compete.

Our Middle School faculty has an average tenure of almost ten years at SFC. We enjoy a great balance of both experienced and promising young educators who are called to invest in Middle School students. The SFC community of faculty and staff functions more as a family than a workplace. Every Wednesday morning before school, the faculty and staff gather in the Chapel for a time of worship and devotion with the overwhelming majority of the community present. All teachers participate in Professional Learning Communities throughout the year designed to develop innovative instruction in the classroom. Teachers choose to be in one of eight groups with their colleagues to learn more about topics such as Differentiated Instruction, Flipping the Classroom, Digital Portfolios, Project-based Learning, among others. Professional growth days are carved out of the school calendar for this purpose rather than being an additional time commitment. A substantial professional development budget allows teachers to attend conferences and

workshops on a regular basis. Teachers are eligible to receive financial assistance for graduate studies through universities. A unique program for SFC is a group of volunteer parents known as the Middle School Service Team. They give countless hours to demonstrate their appreciation for their children's teachers with their actions, resources, and plenty of great food. Finally, Santa Fe Christian is proud to have been certified as a Best Christian Workplace in 2012, 2013, and 2014. The process involves a detailed survey completed by all faculty members in which they anonymously report the degree of their satisfaction with their work environment. We have completed the process for the past six years rising from a level far from qualifying to where we are today, having earned the distinguished award for the past three years. We are also pleased to have been voted Best Private School in San Diego County in a survey by Ranch and Coast Magazine for the past four years.

2. Engaging Families and Community

Our school's mission includes the charge to disciple students to model Christ-like leadership. Our Middle School is intentional in our program opportunities to ensure we provide real-life training in the application of leadership skills. We are deeply indebted to the strong support of and meaningful relationships with our families and our community, both locally and globally, to achieve our school mission and vision. We believe that fostering and building personal relationships with God and with others is chief among our concerns as our primary purpose.

Within our school community, our Middle School is purposeful in designing a plethora of opportunities for our students to build relationships with their peers and adults alike through organized events such as Community Days, Retreats, Pep Rallies, socials, clubs, and daily Advisory Group meetings (detailed in Part VI, section 1).

Outside of our school community, we join with several non-profit organizations to serve others. For example, in partnership with Friends & Family Community Connection of San Diego, the Middle School raised \$5,801. last school year and \$7,386. this school year. For every one American dollar, we are able to provide four meals to students in Tanzania who have been orphaned by the AIDS epidemic and other diseases. This year our entire school community was able to physically pack and ship over 200,000 meals!

Another thriving student-led club in our Middle School is proud to partner with Invisible Children, Inc., an organization dedicated to rescuing child soldiers and bringing Joseph Kony and his brutal Lord's Resistance Army (LRA) in Central Africa to justice. Students who are active in this club have raised thousands of dollars, participated in 24-hours of silence to bring awareness to the cause, attended the Fourth Estate Leadership Summit, and written piles of letters to various political figures to have their voices heard. The Invisible Children organization believes that stopping injustice anywhere is the work of people everywhere and we agree.

Last year, for the first time, our seventh and eighth grade students were given the opportunity to serve their local community in downtown San Diego in partnership with New Vision Church and its urban outreach ministry. Our students sorted food, prepared meals, and set out on foot, hitting the streets to provide food and sundries and to interact with the homeless community. Our students returned from this experience with compelling stories about many of the people who they met and with clear resolve to continue to help others in need.

This school year marks another "first time" as our seventh grade class will take its inaugural mission trip to Tucson, Arizona, this March to work with Praying Pelican Missions and Gap Ministries to serve their significant underprivileged youth population for five days. Gap's mission is to "stand in the gap" for those in need. This ministry believes that people need hope, help and healing, and our Middle School agrees and wants to participate with them in their work. Our students will process and sort donations in the warehouse; assist with food preparation, serving, and clean-up; and help children in SPLASH homes to be successful students by giving homework help. Indeed, our vibrant community of parents, faculty, staff, and students, in partnership with many organizations, are dedicated to shining a light for Christ.

3. Professional Development

The SFC Middle School makes professional development a high priority as evidenced by the Professional Learning Communities (detailed in section III, Part IV), the abundance of monetary resources allocated for professional development, and the commitment of time set aside with six in-service Professional Growth Days during the academic calendar and additional teacher release days as needed. During the last two school years, under our new leadership, our faculty and staff have participated in a myriad of exemplary and focused professional development opportunities.

Following are just some examples of the conferences that we have benefited from attending during the past two school years: National Association of Independence Schools Annual Conference, International Consumer Electronics Show, and various subject-specific conferences such as National Art Education Association National Convention, Arts Empower Mega Conference, Arts Education Research Organization, California Association of Directors of Activities, Walsworth Yearbook Advisory Academy, Educational Theater Association for Differentiated Curriculum for Gifted Students, National Science Teachers Association, the Science & Faith Alliance Foundation.

Teachers have learned and are implementing strategies for enhancing student achievement, interdisciplinary learning, varying assessment, curriculum development, and technology integration. They have returned with inspiring project ideas, and even a model of learning that replicates video games! This exciting model incorporates components of immediate and frequent feedback showing incremental progress, prioritizing novel stimuli, taking risks, creating curiosity, providing pleasurable experiences and the anticipation of pleasurable experiences, and rewarding benchmarks. Studies show that this technique increases student focus, long-term memory, and executive function; it helps students with goal “buy-in,” categorizing information for later retrieval, and prevents boredom and frustration and instead generating feelings of intrinsic satisfaction.

Most recently, a group of teachers returned very inspired by renowned Clinical Psychologist George McCloskey, Ph.D., who presented on Executive Functions and Classroom Learning and Production. Teachers report that what they learned immediately impacted student learning. Strategies include breakthrough findings from neuroscientists that inform how maintaining faith, designing meaningful and intentional questions, aerobic exercise, meditation, and even yawning help students to relax and focus, creating conditions for long-term memory learning and helping to organize students efforts to accomplish specific goals.

The administration attended a three-day MAP conference which has enabled them to in-turn train teachers: four release days were carved out to educate English and math teachers about the form and function of the MAP assessment. We are conducting a series of training days so that teachers have the time to make changes to impact instruction. The greatest change so far is our teachers’ ability to differentiate instruction and to provide individualized student learning goals and personalized instructional material for students to target areas for growth as well as for enrichment to challenge advanced learners. Empowering our teachers will enable us to address the specific culture and immediate concerns of our own unique community and, furthermore, to be in a position to give back and influence what is increasingly becoming our global community of educators.

4. School Leadership

A strong organizational and functional structure is in place ensuring that Santa Fe Christian Schools operates consistently, legally, and ethically; and, furthermore, that it continues to prepare Christian leaders who are well-equipped to make an impact for Christ. The Board of Directors provides regular reports to the community as well as access to Strategic Planning information, Bylaws, Policies and Procedures, Mission and Vision statements, General Session of Board meeting minutes, and any other gathered data and input pertaining to the needs and practices of the community. Currently, the Board has four Advisory Committees that provide advice and expertise in the areas of finance, development, spiritual life, and facilities.

Each Advisory Committee meets at least quarterly, is chaired by at least one Board member, is staffed by a member of the Leadership Cabinet, and is comprised of 15-20 experts from within the community.

The Leadership Cabinet consists of the Head of Schools, four division principals (Pre-school, Lower School, Middle School, Upper School), the CFO, and the Directors of Admissions, Development, Athletics, Facilities, Human Resources and Technology. All regularly interact with the Board of Directors and have a role in partnering with the governing body to ensure all stakeholders and community members are acknowledged and upheld in accordance to policies and procedures. It is important to note that each of the four division Principals serve as “Head” of their own school as they have oversight of curriculum, faculty and instruction, as well as maintain and manage the school’s budget.

As a result of our previous accreditation process in 2008 and an additional two years of planning and effort by all members of the SFCS community, a five-year strategic plan was launched in January 2011 to focus school resources in order to advance the school to a new level of excellence. A new strategic plan will be developed from our 2014 accreditation visit to be launched in January 2016. Income from tuition covers 100% of expenses, including repair and replacement costs. This allows all funds raised through Development, averaging more than \$1.25 million each year, to provide us the opportunity to significantly advance the school, including academic programs, professional development, facility improvements and expansion, technology advancements, and increasing our financial aid program to name a few. Our goal is to become a world-class, exemplary model of Christian education in order to help lead other institutions of learning to achieve the same end.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$0
1	\$0
2	\$0
3	\$0
4	\$0
5	\$0
6	\$16350
7	\$16350
8	\$16350
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$15839
(School budget divided by enrollment)
5. What is the average financial aid per student? \$2109
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 14%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 29%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Measures of Academic Progress</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>Northwest Evaluation Association</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Average Score	232	230			
Number of students tested	61	63			
Percent of total students tested	98	100			
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>CTP4</u>
Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Records Bureau</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Apr	May	Apr
SCHOOL SCORES					
Average Score			73	68	71
Number of students tested			69	80	69
Percent of total students tested			100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Measures of Academic Progress</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>Northwest Evaluation Association</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Average Score	239	239			
Number of students tested	94	86			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>CTP4</u>
Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Records Bureau</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Apr	May	Apr
SCHOOL SCORES					
Average Score			78	79	80
Number of students tested			103	88	93
Percent of total students tested			100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Measures of Academic Progress</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>Northwest Evaluation Association</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Average Score	246	239			
Number of students tested	84	110			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>CTP4</u>
Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Records Bureau</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Apr	May	Apr
SCHOOL SCORES					
Average Score			79	84	77
Number of students tested			83	102	105
Percent of total students tested			100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Measures of Academic Progress</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>Northwest Evaluation Association</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Average Score	225	225			
Number of students tested	61	62			
Percent of total students tested	98	98			
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>CTP4</u>
Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Records Bureau</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Apr	May	Apr
SCHOOL SCORES					
Average Score			73	76	76
Number of students tested			69	80	69
Percent of total students tested			100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Measures of Academic Progress</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>Northwest Evaluation Association</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Average Score	228	227			
Number of students tested	94	86			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>CTP4</u>
Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Records Bureau</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Apr	May	Apr
SCHOOL SCORES					
Average Score			76	77	78
Number of students tested			103	88	93
Percent of total students tested			100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Measures of Academic Progress</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>Northwest Evaluation Association</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	Jan	Jan	Jan
SCHOOL SCORES					
Average Score	232	230			
Number of students tested	84	110			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>CTP4</u>
Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Educational Records Bureau</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Jan	Jan	Apr	May	Apr
SCHOOL SCORES					
Average Score			76	81	72
Number of students tested			83	102	105
Percent of total students tested			100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed			0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: