

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

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[ ] Public or [X] Non-public

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

Name of Principal Dr. Dina Eletreby

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

Official School Name New Horizon School

(As it should appear in the official records)

School Mailing Address 1 Truman Street

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

City Irvine State CA Zip Code+4 (9 digits total) 92620-0000

County Orange State School Code Number\* 30736507104722

Telephone 949-552-5411 Fax 949-552-5945

Web site/URL http://www.newhorizonirvine.org/ E-mail info@newhorizonirvine.org

Twitter Handle https://twitter.com/NHirvine Facebook Page https://www.facebook.com/nhirvine Google+ \_\_\_\_\_

Other Social Media

Link instagram.com/nh\_irvine/

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ e/ \_\_\_\_\_

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\* \_\_\_\_\_ E-mail: \_\_\_\_\_  
(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 Ms. Yasmine Abdel-Aal  
(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**

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**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

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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):
- Elementary schools (includes K-8)
  - Middle/Junior high schools
  - High schools
  - K-12 schools
- TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 11 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	26	23	49
K	12	12	24
1	9	9	18
2	10	16	26
3	7	11	18
4	8	14	22
5	5	8	13
6	5	10	15
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	82	103	185

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 18 % Asian
  - 1 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 72 % White
  - 9 % 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: 8%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1	173
(5) Total transferred students in row (3) divided by total students in row (4)	0.081
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 1%  
2 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Arabic
8. Students eligible for free/reduced-priced meals: 0%  
 Total number students who qualify: 0

9. Students receiving special education services: 1 %  
1 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>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	8
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	95%	97%	96%	95%
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

<b>Post-Secondary Status</b>	
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: New Horizon's mission is to provide its students with an excellent academic education and firm grounding in ethical values in a progressive Islamic environment.

## **PART III – SUMMARY**

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A total of four New Horizon schools were founded by the Islamic Center of Southern California (ICSC). The first New Horizon School opened in Pasadena with subsequent campuses opening in Los Angeles, West Los Angeles, and Irvine through grassroots efforts from each campus' local community. New Horizon School, Irvine opened its 1.7 acre campus in September, 2001 for students enrolled in preschool through 6th grade with enrollment growing from 80 students to its current capacity of 185 students. Interested families are given a tour and asked to fill out an application for enrollment. Students are assessed to make sure they meet the minimum developmental and/or academic requirements, and spend two days on campus as a trial to assess behavioral criteria. Assessment results are shared with parents and students are either offered placement or an alternative educational setting is recommended. New Horizon provides an environment where students can learn about their faith while at the same time focusing on an excellent academic education. In the last 30 years, Islamic schools in America have increased, but many do not meet the academic standards. New Horizon is unique in that it strives to meet and exceed academic standards.

The school's mission and vision includes the goal of students being prepared intellectually, socially, emotionally, spiritually, and physically to succeed as leaders in tomorrow's world. Subsequently, the school integrates the Common Core and 21st century skills into its curriculum and utilizes today's technology to provide students with opportunities to connect to local and global communities. New Horizon's curriculum plan includes 'kid-friendly' standards at each grade level which is then communicated to parents by the classroom teacher. These standards become the basis for grade level planning for classroom teachers. A curriculum map for all subject areas is implemented throughout the school year and articulated at the end of each year with a discussion of which standards were addressed. This information is passed along to the following year's teacher. Teachers use data driven instruction in order to meet individual student needs within small class settings; an average of 12 students per classroom.

Additionally, New Horizon prides itself on bringing innovative programs to its students. These programs include a Singapore Math approach to mathematics, which uses a base-10 number concept, to explain computation and promotes mental math. In the upper elementary grades, technology integration is a significant part of the educational program with one-to-one laptops in the 5th and 6th grades, as well as iPads in the 3rd and 4th grades. Enhancements in reading and writing instruction continue to be implemented in order to provide students with a strong foundation in these core skills. Throughout the school year, benchmark assessments are consistently utilized and match the agreed upon standards and benchmarks.

As well as the core curriculum, extra-curricular and co-curricular activities are crucial in keeping the students engaged in learning outside the classroom. Field trips are an important part of the New Horizon experience and provide students with a hands-on, experiential learning environment, while physical fitness and athletics address aspects of the whole child education. Additionally, weekly music and art instruction gives students an opportunity for self-expression and creativity.

These students are also exposed to co-curricular programs which include a significant Religious Studies component. Students receive daily instruction in Religious Studies with components of Arabic, Quran, and Islamic Studies also included. Arabic is taught as a second language since it is the language of the Quran, and students are taught Quranic verses for memorization in order to fulfill prayers and understand age-appropriate themes. Islamic Studies supports the teaching of values and manners in addition to teaching Islamic history.

The school provides several opportunities for students to share their opinions, thoughts, and demonstrate their leadership skills. For example, the Leader in Me Program, adopted in the 2013-14 school year, is a strong tool that helps students identify their own strengths and areas of growth beyond core subject areas. Based upon Dr. Stephen Covey's "The 7 Habits of Highly Effective People", the program looks at personal habits and actions students can take towards self-improvement in a variety of areas including home, school, and community. In conjunction with the Leader in Me program, New Horizon's Positive Discipline model allows students to give input through classroom meetings. An additional student leadership opportunity is

New Horizon's Student Leadership Club (SLC). This opportunity is available for grades 3-6. Here, students contribute their ideas and raise funds for a charity of their choice. These experiences give students the opportunity to share their ideas and know that teachers and administration will listen.

New Horizon has taken steps to be recognized as a distinguished school within the independent school community and is marketed to the Muslim and greater Orange County community as an innovative, well-balanced, responsive school environment and as a leading Islamic school in the United States. The school promotes leadership with the students as well as the alumni by maintaining its connection with the broader community and encouraging older students to be leaders and role models to younger students. Many of the alumni embody the true spirit of leadership, kindness, generosity, and community while families appreciate the strong, confident American Muslim identity fostered within their children from preschool onward.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

The curricular program at New Horizon addresses the cognitive, social, physical, and creative needs of the students in accordance with the school's mission. The curriculum is designed to engage, challenge, and support all learners enrolled at the school with the goal that the school's graduates will grow up and thrive successfully in a multicultural, global and digital world. The curriculum has a coherent and discernible structure that supports student learning and guides faculty decision-making with instructional resources that are appropriate to the needs of the educational program. Furthermore, the faculty and administration actively engage in an ongoing process of curricular reflection, review, and evaluation across grade levels and subject areas to improve student learning.

New Horizon prepares students to be leaders by emphasizing literacy, critical thinking, and communication. The school implemented a strategic plan in 2011, utilizing state of the world trends, with the goal of advancing the educational program in the core curricular areas. At the beginning of each trimester, teachers work with students to create curriculum goal sheets. These goal sheets are filed with the students' assessment records and reviewed with the parents during conferences. The trimester assessments and goal sheet allow teachers to work with students at their skill level. Students are typically differentiated into groups, within the classroom during language arts and math class, according to their level. This scaffolding method allows teachers to work with struggling students in their groups while also providing advanced learners independent work time with subsequent challenging projects and assignments. Group projects are also implemented in social studies and science. Teachers blend diversified student levels with the goal of encouraging peer tutoring and synergistic cooperative learning.

Additionally, benchmark assessments for mathematics and language arts, that match the agreed upon standards, are evaluated every trimester. All the standards and benchmark assessments are articulated at the end of each year for each core subject. With respect to the four core subjects, New Horizon consistently brings research driven programs to its students, such as introducing the Singapore Math method to explain computation and promote mental math. This approach also promotes higher level thinking through its bar-model drawings to solve word problems. Furthermore, teachers also use data driven instruction in order to meet individual student needs within small class settings. The school puts an emphasis on reading comprehension and enhanced writing skills to ensure students have a strong foundation in these core areas. Moreover, a variety of language arts tools and strategies are implemented on a weekly basis. For example, Word Study, a local district adopted spelling program, allows students to learn between 20-24 words weekly that are based on specific sequence patterns such as CVC (consonant, vowel, consonant). Vocabulary and grammar are also covered on a weekly basis and Greek and Latin roots' units are implemented in grades fourth through sixth. New Horizon utilizes a strong phonics and a leveled reading program in grades kindergarten through second, while students across all grade levels use class books and novels to learn reading strategies in context which encourages students to become lifelong readers.

Although New Horizon teachers utilize the social studies and science textbooks in the classroom, these subjects are typically taught using visual and hands on techniques and skills to create fun-filled projects. Subsequently, lower and upper elementary students have varied activities that cover both of these subject areas. These include in class projects, group work, home made dioramas, hands on experiments, classroom performances and school wide plays. Both the lower and upper elementary students conduct science experiments in the class and explore their surroundings on campus and via field trips. This is accomplished with an inquiry based curriculum program in which science kits allow experiments to be conducted by the students based on the unit they are learning. For example, a unit on magnetism and electricity would include an experiment where students would create open and closed electrical circuits to turn on a light bulb or magnets to create a water compass. Furthermore, fifth and sixth grade use the scientific process when they participate in the annual inter-school science fair. This is where the students' science skills are displayed as they demonstrate what their experiments entailed and how they executed the entire process. New Horizon's comprehensive curriculum allows for several learning modalities to be taught while these types of activities encourage student learning and allow for academic and creative abilities to shine.

Preschool:

The preschool program at New Horizon School, Irvine honors the child's individuality by providing developmentally appropriate core curriculum. The core developmental learning areas are; language arts, spatial and relational math, social and emotional, Islamic Studies, and physical education. The core curriculum areas are in alignment with the California Department of Education Preschool Foundations. It also references the California State Desired Results Development Profile (DRDP) for preschool. The DRDP serves as a benchmark to document student progress against the developmental continuum. The intentional discovery-based and individualized child-centered educational lessons provided to the preschool students at New Horizon, create the foundation for positive socialization, inquiry, imaginative play, storytelling, and effective communication; all supported by constructivism and in alignment with kindergarten through grade 3 standards.

## **2. Other Curriculum Areas:**

New Horizon's co-curricular classes concentrate on the collective, spiritual, physical and imaginative needs of the students to create harmony between the school's academic and extra-curricular programs. The co-curricular program includes a significant Religious Studies component. Students receive daily instruction in Arabic, Quran, and Islamic Studies. The classes are offered in 45 minutes intervals. Kindergarten through second grade receives Arabic, Quran and Islamic Studies instruction five days a week while the third through six grades have a slightly different schedule. These students have Islamic Studies instruction two days a week, Arabic class three days a week and Quran class five days a week. For all students, Arabic is taught as a second language since it is the language of the Quran. Students are also taught Quranic verses for memorization in order to fulfill prayer requirements and understand age-appropriate themes that align with teaching of morals and values. Islamic Studies further supports the teaching of values and manners in addition to teaching Islamic history. These three co-curricular courses directly support New Horizon's mission related to forming an American Muslim identity.

Additionally, the students at New Horizon receive instruction in music, art, and physical education on a weekly basis with varying time intervals. Students receive physical education 90 minutes a week. The physical education teachers rotate units that are aligned with the students' fine and gross motor abilities and age-related skill levels. Fundamental skills such as dribbling, bouncing a ball and jump roping are practiced at the lower grade levels, while the upper grades work on playing team sports. The upper elementary students use their skills to play organized games such as volleyball, soccer, football and basketball. The students are also challenged to take responsibility for their health by exercising and making wise food choices. The school's athletics coordinator, who also teaches physical education to the upper elementary grades, organizes the Developmental Sports League, an after school program that includes on and off-campus developmentally-friendly games in the aforementioned sports with other schools in Orange County.

Furthermore, music appreciation is taught to kindergarten through second grade 90 minutes a week and includes singing as well as learning and practicing note reading and sounds on instruments such as the recorder, keyboard, drums, and other small percussion instruments. During music instruction, students practice their critical thinking and problem solving skills as they learn to read, repeat, and create simple rhythmic patterns. New Horizon students across all grade levels also perform in school wide musicals and short plays throughout the school year and often use their creativity to paint and create their own backgrounds and costumes prior to each performance.

Moreover, art appreciation is another important co-curricular class which allows for students to express their self-expression and creativity using varying mediums and art concepts. New Horizon's kindergarten through fourth grade receives art class 45 minutes a week while fifth and sixth grade have their art instruction 90 minutes a week. Throughout the year, students focus on the elements of art such as lines, shapes, colors, value, form, space, and textures, as well as the principles of art such as rhythm, balance, movement, harmony, variety, emphasis, and unity. Since Islamic art also utilizes these components, this helps students build a bridge to Islamic art and Arabic calligraphy. Finally, the entire student body has the opportunity to demonstrate their artistic talent by displaying their best work from their portfolio on large vertical canvases during New Horizon's annual showcase night.

In addition, technology is integrated throughout the curriculum to provide students with an enhanced learning experience and with opportunities to connect to local and global communities. Within the core curriculum, New Horizon integrates an iPad and typing program in the third and fourth grades along with a One-to-One Laptop program in the fifth and sixth grades. While technology is incorporated daily in the upper elementary grades, typing class is offered 45 minutes a week in the third and fourth grade classes. The teachers integrate the use of laptops in the fifth and sixth grade classes through Google Apps for Education, which allows them to be virtually paperless. Furthermore, teachers use their professional technology training and best practices when teaching with technology. The blend of technology along with music, art and physical education classes reflects the mission of the school to provide students with an excellent and well-rounded education.

### **3. Instructional Methods and Interventions:**

New Horizon has a strong academic program and an exceptional faculty that utilizes proven instructional techniques within small classroom environments. Each student receives individualization of academic goals and an educational experience that is personally challenging. In support of this philosophy, the school's administration and faculty believe that a combination of several modalities is the best approach to instructing a wide variety of learners: project-based, direct instruction, repetition/practice, collaborative, rote and critical analysis. These are seen to a larger or lesser extent within the different subject areas. For example, in mathematics, the use of the Singapore Math approach allows for critical analysis but is used in conjunction with a computerized program, which provides a more repetitive and spiral review. In Quran and Arabic, the instruction is predominantly direct instruction and rote memorization. In Science and Social Studies, there is limited direct instruction with a significant amount of instruction that involves collaboration and projects.

Depending upon the location and subject area being taught, a typical classroom would have the following types of activities taking place: collaborative projects/group work; working on laptops, iPads, and student blogging; students working on hands-on activities and working with manipulatives; direct teaching/whole group instruction in many classrooms; students working independently using workbooks; students working with partners in solving problems. The most common or dominant learning activities would be direct instruction through whole group or small group instruction, as well as students working on hands-on activities or working independently.

Additionally, New Horizon has developed procedures to help all students understand how they learn and how they can improve their ability to learn. The faculty and administration are attuned to and recognize differences in learning styles, abilities, and approaches among students, including those that may be influenced by such considerations as previous preparation, developed competence, neuropsychological factors, socioeconomic situations, gender, culture, race, and ethnicity. Furthermore, there are established measures that the school uses to help students who struggle with learning, and there are resources available (within and beyond the school) to the faculty and administration to assist them in identifying and meeting the learning needs of individual students. New Horizon's students are supported through a variety of teaching/learning modalities made available to them throughout their daily instruction.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

New Horizon has seen consistent growth in the areas of math and reading comprehension over the past five years. From 2009-2014 the assessment results show that there is an upward incline in math, including growth in quantitative reasoning skills, as well as growth in reading comprehension, verbal reasoning and vocabulary. The increase in the math scores can be contributed to New Horizon's implementation of a math curriculum in 2011, which incorporates the Singapore Math approach. The math curriculum focuses on problem solving skills which has allowed the students to strengthen their critical thinking. In terms of reading comprehension, the school switched to novel studies. This focus on rich literature allows teachers to provide model lessons of reading with inflection as well as deeper analysis of text. New Horizon also implemented a school wide supplemental vocabulary program that has helped build the students' vocabulary skills. The school also noticed a trend in higher scores in the area of word mechanics. This is largely due to the English curriculum that is utilized with a focus on grammar. One of the factors, however, that contributed to losses in reading and math is the number of new entrants with sub-grade level skills in the 2009-2011 school years. These students with reading difficulties didn't do well on the CTP4 testing. The number of sub-grade level skilled students compared to the overall class size caused the CTP4 mean score to drop. One of the key factors that have led to gains is the shift to data driven instruction. Five years ago, many teachers were afraid of the assessment data and little was done with the information. Every year, for the last two years, a professional learning community of core teachers looks at assessment data collectively and analyzes patterns. From there, plans are made about targeting specific areas of instruction to improve understanding.

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

New Horizon has developed a thoughtful, in-depth, and multi-faceted system of student assessment, which compels teachers and administrators to gather and analyze important evidence regarding each student's learning and to implement strategies that will help students reach his or her own potential. With regards to academic excellence, students are assessed using the Northwestern Education Association's Measures of Academic Progress (MAP), as well as ERB's Comprehensive Testing Program (IV), along with running records, and other benchmark assessments. The MAP assessment testing is a computerized adaptive program that evaluates skills in the core areas of reading, math and language arts to assess the performance of each student. The CTP4 is administered annually for grades first through sixth. These assessments are done school wide using standardized methods and students' results are used to guide instruction and measure growth. The results of the CTP4 and MAP testing are shared by the administration at staff meetings and discussed with the parents during conference times.

Teachers use the results of the assessments to plan instruction, make individualized learning plans for students, and evaluate curriculum. This evidence-based form of assessments allows for unbiased data collection and is shared with parents to set goals for student learning. In addition to implementing and evaluating the CTP4 and MAP assessment results, New Horizon teachers assess students to determine learning and growth both formally and informally. Subsequent school wide assessments such as Renaissance Learning's STAR Reading and Math, the Developmental Reading Assessment (DRA) for reading in kindergarten through third grade, the ERB's writing assessment (WRAP) in third through sixth grade and a spelling assessment for kindergarten through sixth grade are all used and collected in portfolios, as samples of student growth, three times a year. This allows the current teacher to be able to access historical data on each student. Furthermore, most teachers use frequent formative assessments which range from informal oral and written responses, teacher observations, periodic quizzes, unit and chapter tests, as well as other teacher specific classroom assessments. The varying assessments allow teachers to see patterns of growth over time. Based on all these assessments, teachers feel well informed to make decisions about adjusting lesson plans to meet the needs of individual students and the class collectively.

## **Part VI School Support**

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### **1. School Climate/Culture**

New Horizon has an open door policy that welcomes potential students from preschool through sixth grade and believes in providing the best educational and leadership opportunities for each grade level. The youngest students enter preschool and learn through play as teachers engage with students on the floor in their activities to further learning, challenge students to solve problems, to learn to share, and have social/emotional connections to peers and adults. As students enter upper grades, the ethos of engaged and personalized education continues in a mutually respectful environment where there are moments when students are the teachers and teachers are facilitators. Students themselves express a high level of enthusiasm for and engagement with their academic work in particular and their school experience in general.

In order to carry this vision forward, the faculty members must engage in assuring the social, emotional and ethical development of the students. Through the Positive Discipline program, the faculty focuses on ensuring all students are able to voice their concerns and do not feel their issues are ignored. When a conflict occurs between peers, the focus on the emotional development by teachers helps assure the students go home feeling they were able to express their concerns. To equip teachers to address the emotional well-being of all students, teachers receive professional development in Positive Discipline.

In addition, there are 10 values of the month that instill Islamic morals and manners. In conjunction with curriculum are the diversity and traditions, as well as cultural and religious acceptance that are norms carried throughout New Horizon's campus and classrooms. Muslim and non-Muslim faculty and staff are supportive and appreciative of the multiple cultures and religions coming together within the school community with a common goal of raising students in a values-rich setting. Furthermore, the faculty consistently embodies the core values, mission, goals and ethos of the school and support and work constructively with each other and the administration in achieving the school's goals for teaching and learning.

New Horizon appreciates its professional and caring teachers and strives to recognize their leadership efforts while also fostering a sense of belonging. The faculty demonstrates their connection to the New Horizon culture by displaying a positive team spirit among themselves and with the families. It is essential that New Horizon's vision includes fostering an American Muslim identity while also accepting all cultures and religions. The intention is to have students who feel completely 'American' and uncompromisingly 'Muslim' at the same time.

### **2. Engaging Families and Community**

New Horizon's success in working with the families and community includes some key initiatives to reach its parent community. The success of student achievement is directly related to how effective communication is with families. At the micro level, this is achieved by holding parent-teacher conferences at multiple points in the year. These conferences serve as ways to form partnerships with the parents and include goal setting. Additionally, the administration has an Open Door Policy so parents may come in to discuss any concerns.

Being a nonprofit institution, New Horizon relies heavily on the larger community involvement to provide exposure to the school as well as receive donations to close the gap that exists between tuition and the cost of educating a student. There are various ways in which the school builds these community relations. One example is having events such as monthly Movie Nights and celebrations such as International Day, which allow for extended family members and friends of those attending New Horizon to learn about the school. Furthermore, the school showcases student achievement by having Open Houses, which is also open to New Horizon families and community members. Such events are free and provide an avenue for teachers and students to build connections with members of the community who may not have a child attending New Horizon. Additionally, having a gathering such as Grandparents' Day opens the campus to grand

guests who normally would not see their grandchild during school hours. Students, in turn, are able to build inter-generational connections and learn the value of hosting guests. When the time comes for the Spring Gala celebration, in which fundraising opportunities arise, the connections that are made with the larger community help to sustain academic programs as well as support the school's mission and vision.

The school also fosters strong partnerships with local city members. Representatives from the Irvine City Council as well as the Irvine Police Department are invited to events and contacted by the school to deliver informative talks. This collaboration also lets the parent community know of local resources. Finally, the neighboring businesses, which include a religious center and a Chinese Cultural Center, are also contacted by the school to participate in the Gala and other campus events.

Ultimately, the school recognizes that in order for optimal growth to occur, a deep connection has to exist between its constituents. Whether it is immediate family members, or the community at large, New Horizon strategically works to build a lasting partnership to ensure student success.

### **3. Professional Development**

New Horizon's faculty and administrators regularly undertake professional development activities to keep them current in educational research and best practices bearing on academic program content and design. One strength derived from New Horizon's strategic plan is the decision making process in the selection of curriculum that aligns with the school's standard and focuses on meeting the needs of the students. The administration schedules staff wide professional development when programs such as Franklin Covey's Leader in Me are implemented, as well as annual seminars with Positive Discipline certified trainers to provide training for new hires. Newly hired faculty members are given orientation training by seasoned staff members on the various curriculum as well as a training in basic Islamic beliefs in order to develop an understanding of the faith to which most of the students and families belong.

Additionally, the educational background, professional experience, and training of faculty members qualify them for the specific teaching responsibilities to which they are assigned. An example is with math training for all core teachers who teach the Singapore Math curriculum. Teachers take an online course to learn the strategies behind the math philosophy. Subsequently, there are several types of professional development opportunities offered to New Horizon's faculty. These professional learning activities take place on and off campus and faculty members pursue ongoing personal and professional growth. For example, weekly huddles along with monthly PLC (Professional Learning Communities) and Lighthouse meetings (part of the Leadership initiative) provide teachers with ongoing professional development learning and opportunities to discuss cross curriculum and leadership topics.

Furthermore, teachers who demonstrate a desire to learn more about a specific subject area are supported through professional development workshops and conferences. For example, technology integration is a large component that the New Horizon's upper elementary teachers utilize. Therefore, teachers and administrators attend the Computer Using Educators (CUE) technology conference held annually in Southern California. Furthermore, teachers who represent specific age groups, skill levels and core subjects attend these workshops and conferences and bring the acquired information back to the school. One such example is the annual West Coast Regional Educational Forum held for the religious studies staff to come together and meet other educators in the area to collaborate and learn best practices. The skills learned at the varying workshops are shared with the rest of the staff via presentations on staff development work days. The professional development for these faculty members is more aligned with their individual needs which include technology, project-based learning, and differentiated instruction. As a result, New Horizon's students receive a direct benefit from these ongoing learning opportunities that the teachers and administrators acquire several times a year.

### **4. School Leadership**

New Horizon's leadership philosophy includes a dynamic, collaborative, and team centered approach. Staff and school leaders demonstrate a strong understanding of the school's mission and therefore work collaboratively in all aspects. The School's Board of Trustees, Head of School, Program Directors, and

Business Office personnel consistently embody the core values, mission, goals and ethos of the school. As an independent school, New Horizon's administration includes key personnel involved in the Business Office; namely, a CFO, Office Manager, Director of Admissions, Director of Development, Marketing Associate, and Administrative Assistant. Programmatic decisions that have impact and are focused on student achievement fall mainly on the Board, the Head, and the Program Directors.

The Board of Trustees, made up of 12 members consisting of current parents, alumni parents, and community members, provides visionary and strategic support to the Head of School. The Board, in conjunction with the Head of School, holds New Horizon's mission in trust and is responsible for the fiduciary health of the school. The Head of School oversees the total operations of the school with approximately 40 full and part-time administration, faculty, and staff. The Head of School and Program Directors use the mission as the basis for planning and executing programmatic decisions. New Horizon has published learning expectations across all grade levels and subject areas, and the Program Directors actively engage in the ongoing review of all resources, programs and pedagogy, and in the design and development of innovations and improvements in teaching and learning practices.

The Head and Program Directors' leadership philosophy also includes elements of shared responsibilities. A 15-minute faculty and staff meeting called a 'huddle' takes place on a weekly basis as a quick and consistent communication tool between the Head, directors, faculty, and staff. As the weekly reminder goes out from the Head to all employees, everyone is invited to add items to the agenda. This format allows for the quick resolution of any issues as they arise and promotes a uniform understanding/implementation of policies and decisions. The Program Directors have also established monthly Professional Learning Community (PLC) meetings where faculty can connect and collaborate on programmatic issues that relate directly to student academic achievement.

Finally, students also have multiple leadership opportunities. Students in 3rd through 6th grade are elected to serve on the Student Leadership Club (SLC) and have a chance to make significant decisions related to activities and fundraising events for their peers. These student leaders moderate the Monday Morning Assemblies, communicating events and other general announcements in front of the entire school community. These opportunities tie into the school's synergistic leadership philosophy and ongoing student growth and achievement.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

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	\$13495
1	\$13495
2	\$13495
3	\$13495
4	\$13495
5	\$13495
6	\$13495
7	\$0
8	\$0
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?  
(School budget divided by enrollment)      \$15093
5. What is the average financial aid per student?      \$1862
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      12%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      28%

## PART VIII - ASSESSMENT RESULTS

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### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CTP 4</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Educational Records Bureau</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Average Score	302.7	300.9	293.5	290.9	291.5
Number of students tested	23	19	17	22	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CTP 4</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Educational Records Bureau</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Average Score	326.3	322	296.7	299.5	302.4
Number of students tested	16	20	23	26	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CTP 4</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Educational Records Bureau</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Average Score	329	332	303	324.3	335.2
Number of students tested	18	23	23	18	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>CTP 4</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Educational Records Bureau</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Average Score	326	335.3	332.2	320.6	323
Number of students tested	23	19	17	22	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>CTP 4</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Educational Records Bureau</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Average Score	344.1	351.6	323.6	329.7	328.4
Number of students tested	16	20	23	26	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>CTP 4</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2002</u>
<b>Publisher:</b> <u>Educational Records Bureau</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Average Score	353.4	351.2	339.9	344.7	332.9
Number of students tested	18	23	23	18	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**