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

Official School Name Christian Academy English Station Middle School
(As it should appear in the official records)

School Mailing Address 700 S. English Station Road
(If address is P.O. Box, also include street address.)

City Louisville                State KY            Zip Code+4 (9 digits total) 40245-3912

County  Jefferson                State School Code Number*  275597

Telephone 502-244-3225                Fax  502-753-4685

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Twitter
Handle @CALMiddleSchool  Facebook Page                Google+

YouTube/URL            Blog                Other Social Media Link

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*Mr. Tim Greener                E-mail: tgreener@caschools.us
(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. Scott Watkins
(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    <u>0</u> Elementary schools (includes K-8)
   (per district designation):    <u>0</u> Middle/Junior high schools
   <u>0</u> High schools
   <u>0</u> K-12 schools

   <u>0</u> 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
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. <u>2</u> 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 | 72 | 66 | 138 |
| 7 | 71 | 83 | 154 |
| 8 | 92 | 77 | 169 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Total Students | 235 | 226 | 461 |

5. Racial/ethnic composition of the school:

    0 % American Indian or Alaska Native
    5 % Asian
    2 % Black or African American
    1 % Hispanic or Latino
    0 % Native Hawaiian or Other Pacific Islander
    89 % White
    2 % 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: 5%

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 *to* the school after October 1, 2013 until the end of the school year | 10 |
| (2) Number of students who transferred *from* the school after October 1, 2013 until the end of the 2013-2014 school year | 12 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 22 |
| (4) Total number of students in the school as of October 1 | 461 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.048 |
| (6) Amount in row (5) multiplied by 100 | 5 |

7. English Language Learners (ELL) in the school:   3 %
    16 Total number ELL

Number of non-English languages represented:   1
Specify non-English languages: Korean

8. Students eligible for free/reduced-priced meals:   0 %

Total number students who qualify:   2

9.    Students receiving special education services:    <u>1</u> %

  <u>40</u> 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>4</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>13</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>18</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</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 | 26 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 9 |
| Paraprofessionals | 2 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2 |

11.  Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1    <u>14:1</u>

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 | 96% | 94% | 93% | 94% | 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 <u>X</u>

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

15.  Please summarize your school mission in 25 words or less:   CAL develops students with a heart for God who grow as Jesus did in wisdom, stature, and in favor with God and men.

# PART III – SUMMARY

The community Christian Academy English Station Middle School (CAL) serves is primarily eastern Jefferson County. CAL is a member of the Christian Academy School System and part of the PreK-12 Christian Academy English Station campus located in Middletown, KY. Middletown is a city in Jefferson County, Kentucky, and a neighborhood of Louisville. According to the 2010 census, the population is approximately 7,218. The Middletown community has enjoyed a 27.6% growth since 2000. The median age is 43.8 years and the median household income is $62,584 compared to $41,724 in the state of Kentucky. The city is also home to the main campus of the largest church in the state, Southeast Christian Church. Middletown is a rapidly changing community, but has maintained that small town charm. It is located twelve miles east of downtown Louisville in eastern Jefferson County. The city was chartered in 1797 and is believed to be named for being the "middle town" between Louisville and Shelbyville. It is now part of Metro Louisville.

CAL serves 461 students (6th grade 138, 7th grade 154 and 8th grade 169) with a student- teacher ratio of 14:1. The school serves 226 females and 235 males. The ethnicity break down shows that 86% of the students are Caucasian, 5% Asian and 1% African-American. 57% of the students attend Southeast Christian Church which is the 5th largest Christian church in America. Students seeking admission to Christian Academy must have a reference from a minister certifying their regular church attendance. In addition the competitive admissions process evaluates achievement test scores, academic achievement, personal essays, and teacher recommendations.

Christian Academy opened its doors in September 1976, beginning with 120 students in two rented church facilities, serving grades 1-6. The early days of Christian Academy were challenging, but with God's grace and provision, and an earnest desire to serve growing interest and families' needs, a middle school was opened at Southeast Christian campus in 1977. The need for additional space and to consolidate the three facilities was apparent.

In August 1978, through generous gifts, diligent prayer and hard work, the financing needed for a new facility became available, and the first Christian Academy school in the system was created on Rock Creek Drive. At that time, all three facilities combined and Rock Creek opened for school with an enrollment of 326 students, serving grades 1-9. Tenth grade was added in fall 1979, 11th grade in fall of 1980, and in the spring of 1982, Christian Academy of Louisville celebrated its first graduating class. Today, the Christian Academy School System serves almost 3,000 students on four campuses (three in Louisville, KY and one in New Albany, IN).

The key strategies used within the school to encourage and challenge all students to develop their full potential academically, emotionally, physically, socially, and culturally can be linked to the mission statement. The mission of Christian Academy School System is to develop students with a heart for God, who grow as Jesus did in wisdom, stature and in favor with God and men.

CAL offers students a traditional advanced curriculum as well as spiritual growth opportunities to enhance their unique talents and skills. Expectations are very high. The school offers challenging programs that incorporates biblical integration for students to develop a biblical worldview. As Assistant Superintendent of Curriculum, Annie Gallagher, states, "(The goal of Christian Academy) is to graduate students who learn deeply in all subject areas, and are well-rounded, interpreting all of life through God's Word."

Wisdom involves much more than acquired knowledge. As students grow in wisdom, they develop creative and critical thinking skills, recognizing their civic responsibilities and influence on their world. Students are offered a variety of courses at CAL. Providing a high level of academic rigor distinguishes CAL students from other schools and allows the school to help fulfill its mission of growing in wisdom. While providing a high standard of coursework, CAL programs are offered for students who are lower-performing or have diagnosed learning disabilities. Standardized test scores verify that CAL provides a challenging curriculum for all its students. In addition, CAL has started a program for gifted learners. The Daniel Program is provided for students who excel academically and display the characteristics of Daniel. Daniel 1:7 says, "To

these four young men God gave knowledge and understanding of all kinds of literature and learning." Daniel was humble, gave God credit, remained true to his convictions, was not corrupt, was a man of prayer and trusted in God. Students who display these characteristics of Daniel, and qualify academically by meeting established benchmarks from TerraNova and InView standardized exams, will have the opportunity to enroll in specialized math as well as Language/ Literature courses in both the 7th and 8th grade. Through differentiated learning opportunities these students explore concepts at a more rigorous level and demonstrate their mastery in a variety of ways.

Growing students in stature is far more than physical growth. The goal is that students develop an awareness of integrity, distinction and reputation as they mature in all areas of their lives. An award-winning athletic department is just one of the examples of how CAL reaches this goal. CAL offers 22 middle school teams that promote the athletic department's vision of Every Athlete a Disciple, offering every program the state and surrounding conferences offer. Over 60% of the student body participates in the athletic program. Student athletes are taught the value of honesty, respect and team work. CAL teams have won district, regional and state titles, but more importantly, CAL is noted for its sportsmanship. The athletic department started a hospitality program in 2007 through which teams influence student athletes throughout the state by providing gift bags to opposing teams. Several teams from other schools have now begun hospitality programs of their own. Through exeriences like these, CAL students mature to become men and women of integrity and distinction who forge a positive reputation for their school.

Providing opportunities for students to grow in favor with God and men is intentional at CAL. The goal is for students to work with diverse cultures both in our local community and globally. CAL works intentionally to prepare its students to be global influencers of culture by offering opportunities to make real-life changes to their world. Through Connect, a daily morning discipleship small group, students develop skills to help them make a significant spiritual impact in the world. Connect groups put together and donated over 450 "Christmas Shoeboxes" to distribute through the Christian organization Samaritan's Purse for the purpose of serving others throughout the world. In addition, local community service opportunities give CAL students the opportunity to impact their world.

# PART IV – CURRICULUM AND INSTRUCTION

## 1. Core Curriculum:

The curriculum at Christian Academy English Station Middle School (CAL) is based upon five pillars: quality school level conditions; research-based best practices of instruction; national content standards; differentiated attention to student needs; and a biblical worldview that teaches and supports critical thinking, ethics and character development. The goal of the school curriculum is to equip students with the ability to think critically and live responsible, informed lives that positively affect other people and the world. Learning activities involve students in comparative analysis, summarization and note-taking, as well as generation of questions and testing predictions. Lesson formats typically follow the research findings of constructivist learning that suggest students learn best when new information is connected to previously learned concepts. Teachers then guide students to organize concepts for lasting understanding. Next, students elaborate on new information by representing the concepts in multiple ways, followed by opportunities to transfer the new understanding to real life situations.

Core content areas include math, science, social studies, English language arts and biblical and religious studies. Supplementary programs of study are offered for foreign languages, fine arts, physical education, and 21st century technology skills. Core curriculum addresses multiple sets of standards pertinent to each discipline including Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and ISTE Standards for technology.

Mathematics curriculum emphasizes computational fluency and deep level of comprehension and critical thinking skills as stipulated in the current CCSS and the previous NCTM process standards. The curricular approach incorporates cognitive and persistence scaffolding techniques that move students from concrete to abstract reasoning by incorporating use of digital and concrete manipulatives within a collaborative context using small groups. Students acquire foundational skills in mathematics through the use of visual representation practices, communicating with math vocabulary and making connections between concepts introduced in class and real-life situations.

Science curriculum addresses the NGSS standards by including use of both the scientific method and the engineering design methods for learning and problem solving consistent with STEM programing. Inquiry-based learning is an important component of instruction in the domains of physical science, life science, earth-space science, and computer science as students demonstrate research and informational fluency using digital tools. This approach has been chosen to provide student-centered instruction that supports college and career readiness. Sixth through eighth grade students use computer simulation software, laboratory experiences, and design and modeling activities to observe and experience foundational skills in experimental procedure and physical and life science principles.

Social studies curriculum addresses many of the National Geography standards and National Council for the Social Studies standards. The curricular approach incorporates use of digital geography resources, fieldtrips, historical fiction literature, and role play to emphasize the relationship between geography, history, and economics. Students are taught foundational skills for map interpretation, use of primary documents, and basic money management principles, followed by performance-based activities that foster life application of practices.

English language arts curriculum adheres to CCSS by including a balance of grammar, vocabulary, literary analysis, and writing composition. Students engage in close reading and interpretation of fiction and non-fiction text, along with communication through speech, digital media, and writing for multiple purposes and genres. Small group collaboration and individualized work are incorporated into the reading curricular approach as students are expected to demonstrate comprehension with graphic organizers and written responses using textual support. Use of grammar mini lessons embedded within instruction for writing describe the approach to the writing curriculum.

Biblical and religious studies include a sequential study of the Bible with an emphasis of how to apply

biblical principles to one's daily life. Students' learning is scaffolded from the literal interpretation of the scriptures to life application appropriate for a middle school student. Service to local residents and community groups is part of the biblical training in to put others' needs first.

Students performing below grade level have all levels of Response to Intervention (RTI) available to them. A Daily Accountability Program and Directed Study Hall are available for students requiring Level 1 reteaching and organization skills. In class co-teaching is also provided as Level 1 differentiated instruction. A Learning Lab provides Level 2 services of small-group-focused instruction. The Discovery Program provides intense brain-based academic intervention that physiologically impacts cognitive processing.

## 2. Other Curriculum Areas:

Christian Academy English Station Middle School (CAL) is dedicated to instructing students not only in core curriculum, but also in additional curriculum areas. These exploratory classes provide students with an opportunity to delve into practical and creative knowledge found outside core classes. Each class is instructed with Christian Academy's mission in mind, which is to develop students with hearts for God who grow as Jesus did in wisdom, stature, and in favor with God and men. Therefore, exploratory classes allow students to discover how to be good stewards of their talents and continue to discover God's gifts and grace through classes that encourage creativity and discovery of new passions. All grades have the opportunity to participate in each exploratory class on a semester-long basis.

CAL provides seventh and eighth grade students with an opportunity to strengthen and deepen their faith beyond the Bible classes offered as core curriculum. In Spiritual Life, students study God's word, lead devotions, and contribute to the overall spiritual growth of the school through prayer and service. Students learn the essential skills of not only leadership, but Christian leadership. In Worldview, seventh grade students explore what having a Christian worldview means and how their belief system will determine how they live. This course provides students with the essential knowledge of supporting what they believe and assimilating that belief with other worldviews. Missions class, offered to eighth grade students, allows students to study the purpose of Christian missions so that they may support and practically apply this essential knowledge, a foundational element of Christian faith.

The Fine Arts department consists of band, orchestra, and choir. In these classes, students are instructed on both the individual and group setting, providing students with the ability to learn as an individual performer and as a part of a larger performing ensemble. In band, students are instructed how to play wind and percussion instruments. These daily meetings focus on technique and music reading, eventually leading to concert performances. In orchestra class, students are instructed similarly to band class, learning technique and music reading skills that culminate in a concert. Finally, choir focuses on basic music theory and music reading, which accompanies vocal instruction. Students in choir are taught to sing in several different languages, which are performed in concert. Students in the fine arts department are taught the essential skills and knowledge necessary to cultivate their creativity and foster a love for the fine arts.

Art classes are offered to all grade levels, and its depth of curriculum increases as grade levels rise. When students enter art, they are taught the basic elements of art and design, such as line, space, color, form, shape, texture, and value. Students then learn how to use these elements to create their own art through various mediums. As they progress in their art instruction, students move to learning about the history of art and art movements throughout the ages. With this instruction, they are taught the essential skill of critical analysis as they explore different major works of art.

Christian Academy English Station Middle School is in compliance with the program's foreign language requirements. In Spanish class, students acquire basic language skills, an essential strength in today's rapidly growing world. In addition to learning the Spanish language, students are also introduced to the cultures of several Spanish speaking countries. This cultural sensitivity is a vital skill to have not only before entering the world beyond school, but also one that helps teach social skills and appropriate manners of speaking to and about cultures outside their own. Based on  grades and participation the previous year, certain 7th and 8th grade students are selected to participate in Advanced Spanish, in which the curriculum is taught at a faster more rigorous pace. Each course continues to focus on vocabulary, grammar, conjugation, and

speaking skills that build upon each other, giving students a wide array of knowledge and skills by the time they finish all three levels of Spanish.

In Physical Education courses, students are encouraged to perform at a level which will allow them to achieve personal success, regardless of skill level. Physical Education classes at CAL focus not only on physical development, but also on the development of social skills, teamwork, and Christian sportsmanship. Through physical fitness activities, students acquire knowledge about their bodies, health, sports, and games. These essential skills prepare students to be healthy, active members of society by fostering an interest in developing not only their minds, but their bodies and personal health.

Computer classes provide much needed training for students to help them enter the burgeoning world of technology. Students are taught basic word processing and typing skills as they begin their courses, and they continue to move onto more challenging abilities such as operating systems, budget creation, and web development as they progress through the middle school grades. Each level of computer classes emphasizes internet safety and the ethics of using and sharing information online. Seventh and eighth grade students are offered robotics class. This class teaches the basic principles of coding, culminating in robotics competitions. Offering a safe place for students to explore the different elements of technology and its many facets is crucial for preparing them to develop the skills they need to succeed in a technologically driven world.

## 3.    Instructional Methods and Interventions:

Christian Academy English Station Middle School (CAL) instruction is carefully designed and implemented in all classrooms. Faculty has been trained to design learning opportunities that have both high rigor and high relevance. It is imperative students are the primary talkers, thinkers, and doers within each classroom. Teachers engage students and help create connections for deeper understanding.

Instructional methods include inquiry-based learning in accordance with Science, Technology, Engineering, and Math (STEM) and Next Generation Science Standards (NGSS) in Science. Math instructional methods build understanding in conceptual, procedural and problem solving skills. Social Studies instructional methods incorporate the use of primary document research, geography skills and cross curricular learning using literature. Finally, Language Arts instructional methods use close reading strategies, training in argumentative writing as well as the use of graphic organizers to aid comprehension and vocabulary development.

CAL desires to meet the needs of all learners. CAL has implemented Response To Intervention (RTI). This allows for identification of at-risk students and provides interventions that can be adjusted based on the student's responsiveness. This allows CAL to identify specific learning difficulties and create individualized accommodation or modification plans to meet the learners' needs.

CAL offers multiple programs to meet the needs of a diverse population of learners. Learning Lab is designed to help struggling students meet curriculum expectations. This class meets daily with a trained special education teacher. The key components to this program are collaboration with classroom teachers and challenging students while avoiding a zone of frustration. The school also offers two programs founded by the National Institute for Learning Differences: Discovery and Reading Rx. The Discovery program offers therapy to increase cognitive abilities of students with significant learning differences. The goal is to reach students' underlying weaknesses rather than treating symptoms. Reading Rx is designed to help students with significant reading difficulties.

Several other unique programs are offered at CAL. The Daily Accountability Program helps those students who have weaknesses in organization. This is valuable as many students struggle with the transition to middle school. Students meet with a coach before and after school to help create habits of organization. It provides accountability for recording assignments, bringing the correct material home, and turning completed assignments in on time. Once students achieve specific goals, they are gradually weaned from the program with great success. CAL has also implemented the Daniel Program for students identified as gifted and talented. The school worked with the Kentucky Association for Gifted Education to create differentiated

instruction for students who achieve at a high level in the areas of English and mathematics.

Assistive technology is also a significant component in offering quality instruction. All teachers use voice amplification systems, which studies have shown improve comprehension and retention. Teachers are provided with a variety of other technology tools to present information effectively. Teachers also utilize Edmodo, an online classroom community. This allows students and parents to become more active participants in learning.

# PART V – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results Narrative Summary:**

Christian Academy English Station Middle School (CAL) comparison data is compiled from two national standardized tests. Non-public schools may not participate in the Kentucky state testing program; therefore, CAL uses the Terra Nova Achievement Test, Third Edition. Testing data reported from 2009-2011 is compiled from the Stanford Achievement Test, Tenth Edition. Following is a brief overview of these tests results and trends over the last five years. Scores are reported as mean scale scores. Sub-groups by ethnicity, socio-economic status, identified special needs students, or limited English speaking students are not compared at this time due to the fact that they do not comprise more than ten percent of our student population. Additionally, all students including those with diagnosed learning disabilities or modification plans are included in all reported scores.

Each spring, the Terra Nova 3 (TN3) is administered to 6th, 7th, and 8th grade students. Sixth grade students have consistently scored above 686 on the math sub-test of the TN3 over the last three years, with a high score at 690. Sixth grade scores in reading are consistently above 680 on the TN3. With a high score of 684.1. Seventh grade students have achieved a group mean above 705 over the past three years. In reading, seventh grade students have reliably scored above a 688. Eighth grade students scored above a 717 in math, with a high score of 729. Eighth grade students have scored above a 703 the past three years the TN3 has been administered. Scores on the Stanford 10 from 2009-2011 are consistent with student performance on the TN3 in math and reading across all grade levels. A look at data across a five-year time span, no significant changes in scores are evident. Since 2009 CAL has demonstrated a high-level of achievement in math and reading, scoring consistently above the 70th percentile. Trends identified in the data show that math scores are on an upward trend. This can be attributed to the on-going focus in math instructional methods which build understanding in conceptual, procedural, and problem solving skills. While reading scores have consistently remained above a 680 across all grade levels, a downward trend has been identified. In response, student needs are being addressed through enrichment programs to target individual student deficits in reading.

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

Christian Academy English Station Middle School (CAL) uses assessment results to monitor strengths and weaknesses at the student level, teacher level, and school level. At the student level, assessment data are used to determine if students meet the established learning expectations of content area courses. Additionally, classroom teachers and academic support teachers use assessment results as diagnostic evidence related to individual learning differences and needs for various levels of intervention. At the teacher level, assessment results are included as part of the overall set of criteria regarding teacher effectiveness and teachers develop yearly goals based on standardized testing data. Assessment results are compared to teacher evaluation rubrics to see the relationship between results and instructional strategies employed in the classroom. At the school level, assessment results provide verification for accomplishment of the school's mission, as well as confirmation that the optimal scope and sequence of curriculum is in place.

Assessment results have been used to develop and implement new programs to address individual student needs. The Daniel Program was created for students who score above the 95th percentile in reading or math and who demonstrate a readiness to learn at an accelerated pace. In addition, CAL participates in the Duke Talent Identification Program. Students who qualify based on testing results are invited to take the ACT or SAT. Students who participate in the Duke TIP have the opportunity to attend challenging summer programs designed for gifted learners. Lastly, teachers utilize assessment data to identify student specific areas of weakness. An enrichment program was designed to address these areas of critical need at the individual level.

CAL uses multiple sources for performance data: standardized tests, formative assessments and criterion assessments. Each type of performance data is communicated differently to key stakeholders. Standardized tests are used for national comparisons and normed grade-level comparisons. Individual and school scores are mailed to parents each year. Formative and summative assessment results are shared weekly with parents through the student information system, PowerSchool. CAL shares its success with parents and the community at open house events, weekly prospective family tours, monthly newsletters, weekly blogs and the school website.

# Part VI School Support

1.  **School Climate/Culture**

To achieve academic excellence, each student is expected to work at his/her maximum level toward a set of goals and standards. Individual learning and performing achievement should be challenging at each level, corresponding with each student's skills and abilities.

The goal of Christian Academy English Station Middle School (CAL) is to equip each student with the tools and opportunities to prepare them to compete and succeed in high school and higher education. An expectation of student success is cultivated and nurtured at CAL, and preparedness is measured with the standardized assessment, Terra Nova. It is the goal of CAL to continuously perform above state and national averages and strive to provide the best education and excellence in all things. The Terra Nova has consistently proven this goal is being met.

Through daily Connect time, a program designed to mentor relationships, students develop positive Christian relationships with their peers through prayer, devotionals and the studying God's Word together. Teachers have the opportunity to build character and citizenship values with students and demonstrate God's love through their walk. In addition, Connect groups work together to serve the community in 26 different locations. Students have the chance to live out Mathew 5:14, "You are the light of the world. A town built on a hill cannot be hidden." The stories of service they bring back are a testimony to their spiritual and emotional growth.

Chapel is an enriching experience for students as well. Quarterly themes of Life, Truth, Security, and Hope equip students with biblical truths to help them make an impact in the world and in the community. Each chapel service features worship and praise music led by middle school students in the Chapel Band. Timely and appropriate messages both inform and challenge students daily to a Christian life. Chapel service is an opportunity for students to worship together and hear God's Word proclaimed. According to the Assistant Superintendent of curriculum, "Through Christian education and biblical integration in our classroom, we seek to combine the cognitive 'head' learning with 'heart' learning."

Student-led Bible studies, as well as monthly morning praise and worship events, are means by which the school intentionally affirms the mission statement, "...to develop students with a heart for God who grow as Jesus did in wisdom, stature, and in favor with God and men." Additionally, CAL teachers are well-trained on the intricacies of biblical integration. It is this ability to incorporate God's Word in each lesson that enables students to develop a biblical worldview and recognize truth.

The school culture at CAL provides an environment where teachers feel valued and supported through weekly devotions and prayer time. Special attention is given to the teachers by the Parent Teacher Organization through monthly luncheons, birthday gifts, and classroom support. The Teacher of the Year Award is something that the faculty looks forward to, as they nominate their fellow colleagues for this prestigious award.

2.  **Engaging Families and Community**

Christian Academy English Station Middle School's (CAL) missions program starts within the school, branches out to the community, then to the nation, and ultimately around the globe. There are many needs in the world today, and CAL seeks to serve those needs to the greatest extent possible, providing service opportunities throughout the year.

Mission work can happen right here in Louisville, and CAL strongly encourage students to live out the Great Commission as part of their everyday lives by asking and then by answering this question: "How can I make an impact here in my hometown?" CAL provides many opportunities for students to partner with local organizations.

Additionally, CAL seeks to offer outreach opportunities through various different groups on campus. Athletic teams and clubs are encouraged to participate in service projects during their season/year, and there are frequent outreach opportunities that take place on campus. Each year CAL participates in projects like Hang a Coat…Help the Homeless coat drive, Beading to Beat Autism, Exchange Used Shoes for Clean Water, and Operation Christmas Child.

Sporting events and games are natural gathering places where fellowship and fun are experienced by students' parents, coaches, those in the stands and many others. At CAL, having a competitive athletic program is very important to developing the God-given abilities of many of the students. Student-athletes are also taught to be ambassadors for CAL by being living examples of hospitality and humility at every game and event, offering prayer and genuine gratitude for the opportunity to compete.

The CAL Centurions participate in 22 sports during three seasons. The Centurion Athletic complex includes fields for baseball, field hockey, football, soccer, softball and track & field. CAL facilities also include two gymnasiums and a weight room.

Staying connected with parents and community is a key priority. The public can explore the Christian Academy School System Facebook page and get a glimpse into the everyday life at each of the campuses through pictures and stories. Parents can stay connected through event reminders and stay encouraged through weekly Bible verses. Additionally, Twitter allows the public to receive updates as they unfold during school events or big announcements. Another way to plug in and get to know CAL is through Vimeo, a social network similar to YouTube that Christian Academy uses for video archives. It has helpful information such as parenting tips, event commercials, and testimonial footage.

Each year CAL hosts an Open House for prospective families and the community to visit the campus and learn more about the school. This is an informative and fun-filled evening complete with Christian hospitality, multiple student performances, principal briefings, and an overview of many clubs, programs and athletic offerings.

3. **Professional Development**

Christian Academy English Station Middle School's (CAL) professional development program is based on identified student needs, identified teacher needs, and the content area adoption cycle as determined by the State Department of Education. The general pattern of the professional development plan is to analyze student assessment data, teacher professional development requests, teacher evaluation data and school improvement goals to determine topics for professional development. Topics, methods, or strategies are prioritized, introduced, practiced, and implemented for an entire year. Implementation success is monitored and evaluated for needed changes or adjustments to the following year as new initiatives are introduced.

Over the past five years, Curriculum Mapping, Architecture of Learning, Foundations and Frameworks, Common Core, Science, Technology, Engineering, and Math (STEM), Literacy and Technology Inquiry Project, Association for Middle Level Education, Spiritual Formation and specific content area study of standards have been implemented as part of the professional development plan. These professional development programs provide methods and opportunities for teachers to analyze and improve classroom instruction and curriculum design.

Specifically, STEM courses have been newly introduced at the middle school level. Design and Modeling is a sixth grade course that involves students in the engineering methods of simulation and prototype building.  Students apply problem solving and scientific analysis and models. The professional development plan for those teachers included working with a Master Teacher who presented alternate instructional strategies that coincided with the process standards established by Project Lead the Way and addressing individual student needs. As the sixth grade students move into seventh grade, another STEM course, Robotics, will be explored by all students. Additionally, the teachers chose new textbooks that provide support for incorporating alternate instructional methods as well as presenting content in a student-friendly format. Assessment data such as the Terra Nova will indicate the student achievement in science.

In order for CAL to deliver the type of instruction that raises the challenge level, instruction that promotes rigor and relevance in the classroom, instruction in which students are the primary talkers, thinkers and doers, more uninterrupted instructional time was needed. Block scheduling allows for this extended time. Additionally, in order for biblical integration to be woven into the fabric of instruction, teachers need time to allow the truths of the Bible to permeate their teaching. Block scheduling allows time for teachers to live life in front of their students and to organically biblically integrate.

## 4. School Leadership

Christian Academy English Station Middle School's (CAL) leadership structure can be described as collaborative. The principal acts as the instructional leader, creating an environment that allows for shared decision-making at all levels involving students, parents, teachers and district leaders. By providing opportunities for all stakeholders to communicate through discussion, survey and leadership teams, the stakeholders of the school enjoy a high level of meaningful participation.

The School Improvement Team, comprised of parents, teachers, administrators, and students, reviews data and sets goals for the school. Once the goal areas are set, the Department Chairpersons meet and create action plans for the school. The team also makes sure that the school functions well, answering the question, "What's best for the student?" when making decisions. Teacher leaders are fostered through training, and they are empowered to make data-driven decisions and changes to program and curriculum as needed. They are responsible for carrying out professional development efforts within their departments and ensuring that curriculum standards are met at all levels.

The principal ensures that budgeted funds are used efficiently to provide a safe environment and one conducive to learning. Every effort is made to provide teachers with necessary resources to support sound instructional practices. For example, after careful research, funds were allocated to provide interactive SMART Boards for math and science classes, ceiling or wall-mounted digital projectors for all teachers, high speed fiber-optic and wireless networks which provide media-rich learning experiences in all classrooms and common areas, PowerSchool which provides parents with real-time, web-based access to grades and attendance, iPads for teachers, and three mobile computer labs to enhance classroom instruction.

The administration supports the teachers in regard to discipline. If a student is disruptive or disrespectful to another student or teacher, the teacher can post a log entry and the information is immediately seen by administration so the situation can be resolved appropriately. Another contributor to the well-being of CAL students is the middle school counselor. This position is an integral part of the emotional security of CAL students. The students know they can trust the counselor and confidentially discuss the problems that they are facing. The academic support position is also a source to help teachers. Resources are available to help with the students who struggle or for teachers who need assistance in teaching certain students. In addition, CAL middle school also employs a spiritual life director who teaches weekly chapels as well as electives, such as missions or spiritual life. Teachers, administrators, and staff all work together toward the same goal: What is best for the middle school students?

# 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 | $8775 |
| 7 | $8775 |
| 8 | $8775 |
| 9 | $0 |
| 10 | $0 |
| 11 | $0 |
| 12 | $0 |

4. What is the educational cost per student?              $9550
   (School budget divided by enrollment)

5. What is the average financial aid per student?          $355

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

7. What percentage of the student body receives
   scholarship assistance, including tuition reduction?    18%

# PART VIII - ASSESSMENT RESULTS

## REFERENCED BY NATIONAL NORMS

| | |
|---|---|
| **Subject:** Math | **Test:** Terra Nova, Third Edition |
| **Grade:** 6 | **Edition/Publication Year:** 2011 |
| **Publisher:** McGraw Hill | **Scores are reported here as:** Scaled scores |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|---|---|---|---|---|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| **SCHOOL SCORES** | | | | | |
| Average Score | 690.3 | 690.9 | 686.9 | 681 | 686 |
| Number of students tested | 138 | 142 | 165 | 155 | 149 |
| Percent of total students tested | 99 | 98.6 | 100 | 99 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 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:** 2009-2010 and 2010-2011 testing data are from the Standford Achievement Test, tenth edition. The SAT 10 was published by Pearson Assessments in 2002 and re-normed in 2007.

| **Subject:** Math | **Test:** Terra Nova, third edition |
|---|---|
| **Grade:** 7 | **Edition/Publication Year:** 2011 |
| **Publisher:** McGraw Hill | **Scores are reported here as:** Scaled scores |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|---|---|---|---|---|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| **SCHOOL SCORES** | | | | | |
| Average Score | 711.8 | 705.6 | 705.4 | 708 | 701 |
| Number of students tested | 144 | 168 | 157 | 150 | 147 |
| Percent of total students tested | 98.6 | 97 | 98 | 100 | 97 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 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:**   2009-2010 and 2010-2011 testing data are from the Stanford Achievement Test, tenth edition. The SAT 10 was published in 2002 by Pearson Assessments and re-normed in 2007.

| **Subject:** Math | **Test:** Terra Nova, Third edition |
|---|---|
| **Grade:** 8 | **Edition/Publication Year:** 2011 |
| **Publisher:** Mcgraw Hill | **Scores are reported here as:** Scaled scores |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|---|---|---|---|---|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| **SCHOOL SCORES** | | | | | |
| Average Score | 717.2 | 729 | 723 | 718 | 712 |
| Number of students tested | 168 | 161 | 154 | 146 | 162 |
| Percent of total students tested | 97.6 | 95 | 97 | 97 | 98 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 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:** 2009-2010 and 2010-2011 testing data are from the Stanford Achievement Test, tenth edition. The SAT 10 was published in 2002 by Pearson Assessments and re-normed in 2007.

| **Subject:** Reading/ELA | **Test:** Terra Nova, Third Edition |
|---|---|
| **Grade:** 6 | **Edition/Publication Year:** 2011 |
| **Publisher:** McGraw Hill | **Scores are reported here as:** Scaled scores |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|---|---|---|---|---|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| **SCHOOL SCORES** | | | | | |
| Average Score | 682.1 | 684.1 | 681.4 | 690 | 697 |
| Number of students tested | 138 | 143 | 165 | 155 | 150 |
| Percent of total students tested | 99 | 99 | 100 | 99 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 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:** 2009-2010 and 2010-2011 testing data are from the Stanford Achievement Test, tenth edition. The SAT 10 was published in 2002 by Pearson Assessments and re-normed in 2007.

| **Subject:** Reading/ELA | **Test:** Terra Nova, Third edition |
|---|---|
| **Grade:** 7 | **Edition/Publication Year:** 2011 |
| **Publisher:** McGraw Hill | **Scores are reported here as:** Scaled scores |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|---|---|---|---|---|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| **SCHOOL SCORES** | | | | | |
| Average Score | 691.6 | 692.2 | 688.8 | 702 | 705 |
| Number of students tested | 145 | 168 | 157 | 150 | 148 |
| Percent of total students tested | 99 | 97 | 98 | 100 | 99 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 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:** 2009-2010 and 2010-2011 testing data are from the Stanford Achievement Test, tenth edition. The SAT 10 was published in 2002 by Pearson Assessments and re-normed in 2007.

| **Subject:** Reading/ELA | **Test:** Terra Nova, Third edition |
|---|---|
| **Grade:** 8 | **Edition/Publication Year:** 2011 |
| **Publisher:** McGraw Hill | **Scores are reported here as:** Scaled scores |

| School Year | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|---|---|---|---|---|---|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| **SCHOOL SCORES** | | | | | |
| Average Score | 707.2 | 703.3 | 703.7 | 716 | 714 |
| Number of students tested | 169 | 162 | 154 | 146 | 162 |
| Percent of total students tested | 98 | 95 | 96.8 | 97 | 98 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | 0 | 0 | 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:** 2009-2010 and 2010-2011 testing data are from the Stanford Achievement Test, tenth edition. The SAT 10 was published in 2002 by Pearson Assessments and re-normed in 2007.