

U.S. Department of Education
2017 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 Mrs. Donna Rose Hagemyer

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

records) Official School Name Capital Christian Middle School

(As it should appear in the official records)

School Mailing Address 9470 Micron Avenue

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

City Sacramento State CA Zip Code+4 (9 digits total) 95827-2698

County Sacramento

Telephone (916) 856-5622 Fax (916) 856-5950

Web site/URL http://www.ccscougars.org E-mail ccsinfo@ccscougars.org

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

Date _____

(Principal's Signature)

Name of Superintendent* _____ E-mail _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sacramento School District Tel. _____

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson _____
(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, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

PART I – ELIGIBILITY CERTIFICATION

1. 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 and National Blue Ribbon Schools requirements, are true and correct. 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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

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. Number of students as of October 1, 2016 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	27	41	68
7	35	34	69
8	43	25	68
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	105	100	205

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 11 % Asian
 - 13 % Black or African American
 - 6 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 38 % White
 - 30 % 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.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 8%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1, 2015	205
(5) Total transferred students in row (3) divided by total students in row (4)	0.078
(6) Amount in row (5) multiplied by 100	8

6. Specify each non-English language represented in the school (separate languages by commas):
Mandarin, Cantonese, Korean, Russian, Spanish

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

7. Students eligible for free/reduced-priced meals: 0 %
Total number students who qualify: 0

8. Students receiving special education services: 3 %
6 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 conditions. It is possible that students may be classified in more than one condition.

<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>5</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

9. Number of years the principal has been in her/his position at this school: 8
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects	13
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	1
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	97%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No
- If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Capital Christian School prepares students to navigate the issues and realities of life by developing their spiritual, academic, social, and physical potential, all from the foundation of biblical truth.

PART III – SUMMARY

Capital Christian Middle School is part of the Capital Christian School (CCS) System, which includes a preschool, elementary, middle school, and high school. A principal or lead administrator manages each school. CCS has been accredited since 1995 and holds dual accreditation with ACSI (Associated Christian Schools International) and WASC (Western Association of Schools and Colleges). CCS has received six-year accreditation terms since 1995. CCS is located in the Rosemont area of Sacramento.

Capital Christian Middle School (CCMS) is a microcosm of one of the most racially diverse major cities in the country, Sacramento, CA. CCMS serves students from 15 different communities in the area and consists of 205 sixth, seventh, and eighth grade students. Four of these students are in the Private Satellite Program (PSP), which allows home-school students to take up to four classes at CCMS. Six different language groups are represented at CCMS. Fifty-two students (25%) receive financial aid. Capital Christian Middle School provides college and career rigor and relevance by focusing on the Common Core State Standards, along with Content Area Literacy combined with Christian values.

The focus of CCMS staff is to prepare each student for the rigors of high school through a well-developed, standards based curriculum. In addition, students learn to deal with the issues and realities of life by developing their spiritual, academic, social, and physical potential. This is accomplished by ministering to the needs of this very unique age group and their families in a caring and compassionate atmosphere. A balanced emphasis is placed on biblical training, academics, extracurricular activities, athletics and the arts.

CCS was founded in 1977 with 61 students enrolled in the junior and senior high school programs. The school moved to the present location in 1984 and has expanded to include the addition of several new buildings, playgrounds, and a gymnasium. In fall 2006, high school students occupied the new “state-of-the-art” high school building. The middle school campus was expanded and occupied the old high school rooms.

CCMS students are involved in extra-curricular activities including band, choir, performing arts, CJSF (California Junior Scholarship Federation), leadership programs, clubs and athletics. The Middle School Athletic Department offers the following sports: basketball, cheerleading, football, soccer, track, volleyball, cross-country, lacrosse, and wrestling. Seventy-five percent of the student body at CCMS is involved in the after-school sports program.

CCMS has an active student council that provides leadership throughout the school. The student council plans student activities, rallies, and opportunities for service in the community, and leads efforts to raise funds each year to support several outreach programs.

CJSF members plan and participate in many community service projects both on and off campus and are encouraged to strive for academic excellence. CCMS has a student led Ambassador Program to welcome new students and help them adjust to a new school environment.

CCMS welcomes the involvement of parents, via the POINTS program (Parents Opting In Now To Serve). Volunteers also help in classrooms, on field trips, with office support, playground supervision, athletics, and special events through the PAWS (Parents Always Working Side-by-side) program. Parent participation is encouraged in all aspects of school life.

CCMS has traditions in place to encourage school spirit. There are two spirit weeks held each year that include special rallies and themed dress days. The demographic challenges of a commuter school are addressed by being intentional in planning extracurricular activities involving students, faculty and families. An all school Ice Cream Social/Prayer time is held the first week of school to promote unity among students and families. Fall Blast is held each year to bring students and teachers together for a social time of fun and food in an after school setting.

Students participate in a variety of regional and state competitions including a Speech Meet, Math

Olympics, Band and Choir Festivals, Science Fair and Robotics Competition. CCMS students have a tradition of receiving high honors.

Capital Christian Middle School has a Growth Mindset in academic, social, spiritual and physical areas for the lives of their students. Parents, students, faculty and staff working together toward excellence in all these areas set the positive climate in the school. CCMS adopted a public school with a 100% free and reduced lunch program and provides clothing, food and supplies throughout the year. Students Out Serving (SOS) allows students the opportunity to go into the community and serve at different locations.

Over the past decade, teachers have used assessment results to improve instruction and help students develop test-taking strategies. This focused initiative has resulted in an 85th percentile ranking on the Terra Nova 3 standardized tests in reading and math across all grade levels. Capital Christian Middle School will continue to strive toward a legacy of excellence and looks forward to receiving the Blue Ribbon School Award this year.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

"Pursuing Excellence in Christ" is the overarching goal that drives both CCMS students and staff. CCMS offers a challenging curriculum in which civic, ecological and digital responsibilities are woven throughout the disciplines. In addition to preparing each student for the rigors of high school, the curriculum supports college and career readiness. Students are challenged with Expected School-wide Learning Results (ESLRs) and are encouraged to think critically, communicate effectively, develop interpersonal and organizational skills and demonstrate a solid acquisition of academic discipline all within a Christian worldview.

Reading/English Language Arts:

The English curriculum has four strands: vocabulary, grammar, literature/reading and writing, which adheres to Common Core State Standards (CCSS). Students are exposed to both fiction and nonfiction through reading and writing assignments. An eighth grade Honors English course challenges those students bound for the rigors of High School Honors English.

Accelerated Reader (AR) challenges and motivates students to increase reading and comprehension abilities. CCMS has used AR for many years in sixth grade and, due to the consistent improvement in comprehension skills, last year expanded the program to benefit all students.

A Writing Proficiency Test was instituted ten years ago as an eighth grade standard. Given a specific prompt, students must formulate a cohesive essay including a thesis statement, a compelling introduction, three body paragraphs and conclusion. The success rate has climbed steadily and last year saw a 98% pass rate.

Seventh and eighth graders participate in a public speaking unit. Students select poetry or prose to memorize and recite. Classroom winners make school-wide presentations and advance to the regional Associated Christian Schools International (ACSI) Speech Meet.

Mathematics:

Using Mathematics Diagnostic Testing Project (MDTP) scores, teacher recommendation, prior math performance and standardized test scores, students are placed in an appropriate math course. Algebra 1 and Geometry provide students with high school equivalent courses. 42% of seventh and eighth graders are enrolled in one of these high school level courses.

In 2012, CCMS adopted the CCSS curriculum. Students are challenged to think critically as they apply math knowledge to solve 'real world' problems. Computational fluency is enhanced through daily warm-up drills where prior skills are revisited, current subject matter is reviewed and future topics are introduced. As CCMS students progress, their computational scores increase significantly from sixth to eighth grade.

Teachers are trained to differentiate instruction to target the learning needs and modalities of all students. Students below grade level benefit from smaller class sizes and a focus on mastery of basic math skills. Each student participates in an annual school-wide math competition. The winners advance to the regional ACSI Math Olympics where our students repeatedly earn top awards.

Science:

The core science curriculum includes the study of Earth, Life and Physical Sciences. Through the study of ecology and conservation, students learn how to reduce their carbon footprint and become wise stewards of natural resources. A week-long science camp for sixth graders allows them to observe ecosystems and natural habitats. Advanced Physical Science challenges those students excelling in both math and science.

Each science classroom is equipped with a lab permitting a hands-on approach to learning and the block schedule provides the additional time necessary for experimentation. Individual and collaborative research and experimentation help develop a solid foundation in the sciences. Every CCMS student participates in the

annual science fair with a project based on the scientific method. School winners proceed to the regional ACSI Science Fair where their projects receive high honors.

Social Studies/History:

Connecting the past with the present through experiential learning describes history courses at CCMS. Students are immersed in the history, culture and geography of ancient civilizations leading up to present day. The history of America is at the heart of the eighth grade course. Students come to understand the Christian heritage of the United States as well as their role, rights and responsibilities as American citizens. Students have a hands-on experience in American democracy as they travel to Washington D.C. for an eight day historical study tour. All CCMS students participate in the democratic process through a school-wide student council election. Varied instructional techniques bring the past to life during middle school years including debates, skits, project based learning, video presentations, cultural awareness activities, analysis of primary source documents and research incorporating digital tools.

1a.

CCMS focuses on college and career readiness in three ways: through implementing CCSS in English and math, developing assessments aligned with readiness standards and implementing professional development. These practices cultivate the Growth Mindset for improving both student and teacher skills.

CCMS has partnered with Capital Christian Elementary School in developing an Articulation Chart that details what each student should know before entering the next grade level. Eighth grade students meet with the High School College and Career Counselor to plan their high school course of study. CCMS is adopting Project Lead the Way curriculum that prepares students for careers in science, technology, engineering and mathematics.

2. Other Curriculum Areas:

The required curriculum for each CCMS student is: Math, English, Geography/History, Science, Physical Education, Bible and an elective. The core curriculum courses are a year in length while most electives are a semester except Spanish 1, Band and Yearbook. Electives and the percentage of the student body enrolled in the courses include: Introduction to Spanish and Spanish 1 (24%), Introduction to Web Design (4%), Digital Photography (11%), Introduction to Computers and Keyboarding (21%), Yearbook (2%), Home Arts/Life Skills and Cooking (25%), Band (Beginning, Advanced and Worship) (23%), Choir (21%), Drama (14%), Art (15%) and Office Aide (3%). All classes are 221 minutes weekly made up of three forty-seven minute classes and one 80 minute block period.

Visual and Performing Arts (VAPA):

The following VAPA courses are offered to all CCMS students: Beginning and Advanced Band, Choir, Drama and Art. In addition, Worship Band is open to all students by application. Worship Band students are selected to lead worship through vocals or instrumentation each week in chapel. Several performances showcase VAPA students' work throughout the year for the CCMS family as well as the community. Emphasis is placed on ministering to others through the arts.

Through VAPA electives, students can discover hidden talents and passions or hone skills previously revealed. In band, students have the opportunity to progress from learning to read music and playing an instrument to performing a solo at Disneyland with the Advanced Band. The Choir, Art and Advanced Band participate in competitions and festivals throughout the year. Drama students' talents are highlighted in the all school play. The opportunity for each student to use his or her God-given, creative talents abounds.

Physical Education/Health/Nutrition:

Physical Education's primary focus is to develop students' physical potential as per the mission statement. Each CCMS student takes PE every semester. Interpersonal skills are developed as they are introduced to competitive sports with an emphasis on team play and sportsmanship. Choices that promote a healthy lifestyle are interwoven throughout the course. Students explore the lifelong wellness benefits of fitness and good nutrition.

Foreign Language:

CCMS is in compliance with the program's foreign language requirement through two Spanish offerings. Introduction to Spanish is a semester-long elective offered to all students. The course is designed for students to gain introductory skills in listening, speaking and writing in a way that makes acquisition of the Spanish language meaningful and enjoyable. Spanish 1, a yearlong high school equivalent course, allows students to take Spanish 2 as a freshman and is available only to eighth graders. It covers basic grammatical skills through reading, writing, conversation and listening comprehension.

Technology:

Several electives fall under the technology umbrella where students are taught to be responsible digital citizens. Introduction to Web Design incorporates HTML and Adobe's Creative Suite 3 as students are taught to create and maintain websites. Movie making and presentations are the culmination of Introduction to Computers using MS Office and Movie Maker. Typing, proofreading and MS Word are skills advanced in Keyboarding. Digital Photography explores the techniques and applications of acquiring, manipulating and outputting digitized photographic images. Teachers successfully incorporate technology across the curriculum.

Other Curriculum:

Yearbook is a yearlong elective open to students of all grades with the prerequisite of an English teacher's recommendation. Students create the CCMS annual yearbook and, through the process, are exposed to design and photography principles, publication techniques and enhanced writing skills. Home Arts/Life Skills covers essential skills including: money management, nutrition, child development, food preparation and etiquette. Good nutrition, healthy eating alternatives, and safety issues all supplement the cooking and baking units taught in Cooking. Office Aide introduces students to a professional work environment and organizational skills are refined as they assist staff in the CCMS Office.

The love of learning is not limited to the four walls of a classroom or school hours in a day. The curriculum is extended as students sharpen their skills through on-campus clubs such as Ink Worms (a writing club) and the Robotics Club. Clubs meet after school and interpersonal skills are strengthened as teammates work towards a common, competitive goal.

3. Instructional Methods, Interventions, and Assessments:

Capital Christian Middle School uses a variety of instructional approaches to meet the various educational needs of students to achieve positive learning outcomes. Teachers employ multiple instructional modality strategies to increase learning based on students' preferred learning modality, current brain research and effective teaching strategies. Instructional approaches include direct instruction, discussion, questioning, and project based learning. Teachers also analyze data gained from formative and summative assessment to alter their instruction and improve learning outcomes. This explicit instruction has increased confidence and competence of CCMS students.

Essential Questions (EQs) are used to guide thinking and discussions. These EQs may be for a specific lesson, a unit of study or an entire year. EQs do not have only one answer, rather they produce much discussion and an exchange of ideas. They also guide thinking about possible solutions to problems and the pros and cons of those solutions.

All teachers incorporate technology in the classroom. Students use iPads to access various websites individually and in groups to enhance the learning experience. iPad apps used to gain information and practice are used in all core content and elective areas. There are two computer labs and an iPad cart for entire class access.

Students with identified areas that impede their learning process also have accommodations to improve learning. Accommodations may include extended time for tests and homework, a quiet place to take tests and quizzes to reduce stress, a reduced number of problems and/or lecture notes from their teacher or a student partner. Teachers also provide additional tutoring after school as needed. Teachers differentiate

instruction based on student needs, which has led to higher student success.

CCMS has a student support program using National Institute of Learning Development (NILD) techniques, which applies to all content areas. The accommodations for students with learning differences is given to teachers by the NILD Director based on recommendations from educational psychologists or physicians who have tested these students.

CCMS teachers have an on-line curricular assessment tool to identify and measure objectives and benchmarks for each course. Quarterly, teachers meet in subject area departments to evaluate benchmark attainment and create action plan strategies to improve student performance. Several all-school benchmark assessments are given throughout the year. In the fall and spring, Accelerated Reader Assessments determine students' reading levels. Three times a year, a Writing Proficiency Exam is given to assess progress on students' ability to think critically and write effectively. Students also take the Mathematics Diagnostic Testing Project (MDTP) assessment created by the University of California system to determine math mastery at the end of the school year. This data allows CCMS teachers and administrators to place students in the correct math class for the following year. This assessment data allows teachers to tailor instruction for all learners effectively.

CCMS teachers use formative and summative assessments. Formative assessments are used daily such as anticipation guides, essential questions, exit tickets, probable passage, vocabulary categorization and prediction to inform instruction. These assessments evaluate student learning using multiple modalities and generate data which is used to improve instruction and to enhance student learning. This data helps to target areas in which remediation is needed and also to challenge gifted students. Summative assessments are used to determine if benchmarks are met. Benchmark scores are documented and reflected upon by teachers with a goal of continual improvement for all students.

CCMS administers the Terra Nova 3 standardized test and uses the results to inform instructional practice. Analysis is done each spring and meetings are held in the fall with the teachers, principal and subject coordinators to review findings. CCMS has targeted English and math and has seen students move from Moderate Mastery to Mastery in these areas over the last four years. Students continue to show significant improvement in these core areas as they progress from sixth grade through eighth grade.

All students are encouraged to participate in the CCMS summer reading and math programs which challenge gifted students and provides remediation for others. Students that take advantage of these programs are recognized in the fall when school resumes. Parent feedback indicates continued satisfaction with this summer program.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

CCMS is successful in engaging students through its elective offerings, sports programs, clubs, and service opportunities. CCMS has traditions in place to encourage school spirit, promote unity, and award academic excellence. BOLD (Behaving Obediently Living Detention-free) quarterly celebrations award students that have not had a detention for the quarter. These recognition events have positively affected student behavior.

CCMS has experienced noteworthy results by implementing a discipline process to deal with behavior/academic issues not mitigated by positive reinforcement. CCMS is committed to working with students and their families to see God's redemption and complete restoration take place. The goal of this process is to restore the wholeness of the student with his peers, teachers, administration and parents.

Weekly chapel services are led by the CCMS Worship Band and have a variety of speakers that share God's truth. Once a month, a boy and girl from each grade are selected to receive the Student of the Month Award and additional students are recognized monthly with the Random Acts of Kindness Award. The recognized students are presented with certificates and T-shirts. Students receive both Academic and Character Awards at an annual awards chapel. Parents of students receiving these honors are notified in advance and encouraged to attend these chapel times.

Teachers feel valued by parents, students, and administration. The CCMS parent group, Parents Always Working Side-by-side (PAWS), provides families with information about teachers' favorite things and parents give to the teachers throughout the year. CCMS Student Council and PAWS shower teachers with notes, food, and gifts during Teacher Appreciation Week and on special occasions. Throughout the year, teachers feel supported as administrators visit classrooms and leave gifts and notes of encouragement.

Student/teacher relationships are vital to student success at CCMS. Every student is contacted by their teacher with positive feedback at least twice a year by mail or phone. Teachers regularly attend plays, musical performances and athletic events to support their students.

Parents, students and faculty set the positive climate at CCMS by working together. The CCMS staff has worked with students to intentionally take learning seriously. Students are challenged to make it "cool to care" and to do their very best in every academic area. The result has led to an 85th percentile ranking on the Terra Nova 3 Test. An all-school celebration was held to celebrate this accomplishment. CCMS continues its commitment to strive toward a legacy of excellence.

2. Engaging Families and Community:

CCMS purposefully provides opportunities for students to build relationships with peers and adults through organized events. Teachers, students, and parents work together to plan all-school, fun-filled social events. Also, students receive ample opportunities to impact their community through service.

On-campus organizations help students develop and hone their leadership skills. Student Council members plan and lead rallies and other student led events. California Junior Scholarship Federation members plan and participate in service projects both on and off campus. During "Students Out Serving," all CCMS students volunteer throughout the community. The annual "Coin Wars" fundraiser provides food, clothing and supplies for students in an under-served public school. Canned food drives are held twice a year to feed the homeless. The CCMS band organizes a yearly outreach event providing encouragement and support to students in a local special needs school and performs for residents in a nearby senior living complex.

The Ambassador Program matches a returning student with a student new to CCMS. This program has helped ensure a positive adjustment to a new school environment.

Parents Actively Working Side by Side (PAWS) members volunteer in classrooms, clubs and across campus. They sponsor an annual crab feed to benefit the CCMS Historical Study Tour where eighth graders work alongside parents to prepare and serve dinner to the CCMS community.

Each grade level participates in an annual class trip designed for a specific purpose. Sixth graders attend camp to study science and build relationships with students who will be their classmates over the next three years. Seventh graders participate in a spiritual retreat focusing on leadership. Eighth graders attend a historical study tour to discover the Christian heritage of America.

Parent participation is welcomed on trips, at school events and across all areas of campus life. Research demonstrates that students with involved parents view school more positively and achieve higher results. CCMS provides families with a Parent Resource Guide which contains information on how parents can have effective, meaningful participation in their child's education.

All student grades are accessible on-line through PowerSchool. Parents and students can track student progress 24/7. CCMS holds Parent/Teacher conferences after the first quarter. Additionally, students facing behavioral or learning challenges meet collaboratively with teachers, administration and parents to foster student success. Parents are informed of student achievement through e-mail blasts and newsletters. Parents and teachers maintain on-going, timely communication throughout the school year to help ensure continued student success.

3. Professional Development:

Professional Development is a high priority for CCMS in order to cultivate the Growth Mindset and continuous improvement in both students' and teachers' skills. CCMS has implemented best practices to address both Maslow (needs) and Bloom (critical thinking) so the needs of the whole child are met. The focus has been on improving the knowledge of teachers and principals in effective instructional teaching strategies, methods and skills. A Professional Development Needs Assessment was completed that indicated that CCMS students would benefit from continued focus on math and reading to ensure mastery for all students. Improved critical thinking and problem solving skills will increase the ability of students to perform with greater mastery in these two subject areas. CCMS has partnered with an Educational Consultant to train administrators and teachers in research based current instructional strategies. The consultant has conducted seminars throughout the last four years at CCMS and has provided direct coaching and mentoring for all teachers and administrators.

Educational research clearly shows effective teachers positively impact student achievement. The only way to improve educational outcomes is to improve instruction. CCMS utilizes an online assessment curricular tool for each subject in the school. This tool requires identification and documentation of instructional alignment with academic standards and verifies standards are met. CCMS has systematically incorporated and stressed the implementation of best practices in instruction such as: understanding the neuroscience of the young brain, teaching content and comprehension, utilizing Essential Questions, implementing comprehensive pre-during-post lesson plans, increasing student engagement, explicitly teaching a note taking strategy and incorporating content and academic vocabulary acquisition.

CCMS teachers use both formative and summative assessments. A continuing goal is to equip teachers with their understanding and interpretation of assessment feedback data. This data will inform their practice as they work to strengthen their subject area instruction.

In 2011, a goal setting, collaborative evaluation tool called "Hitting the Target" was implemented. The aim of this program is to refine and enhance teachers' skills. The administration is committed to helping each teacher in this process of utilizing and implementing best practices. There are five domains that are evaluated and utilized for improvement: planning and preparation, classroom environment, instruction, professional responsibilities and a spiritual dimension.

Teachers are also encouraged to attend professional development seminars and conferences that support their goals. The teachers, as a group, have attended several Technology Conferences to incorporate iPad

usage in the classroom as well as Educational Conferences focusing on the 21st century learner. CCMS' focus on professional development has strengthened each teacher and has resulted in improved student outcomes.

4. School Leadership:

CCMS is part of the Capital Christian School (CCS) system that includes Early Education, Elementary, Middle School and High School. There is a Superintendent of Schools with a principal or director at each level. There is an Executive Leadership Team which includes the Superintendent, the principals, the Accreditation/Curriculum Director, the Admission/International Student Director, the Alumni/Summer Program Director, and the Communication Director. This group ensures that policies, procedures and programs meet the needs of CCS students and families. The Capital Christian School Board ensures that CCS operates legally, ethically, and consistently. The Board receives regular reports on school initiatives and the strategic plans the school is implementing. There is also a leadership group comprised of the academic administrators that meet twice monthly to focus on student learning. This group ensures that resources are sufficient to achieve the learning standards for all students.

The principal is the instructional leader of the school. It is the job of the principal to ensure that the quality of instruction is relevant and data driven based on academic standards and benchmark assessments. The most important factor in student learning at CCMS is the quality of instruction by the teacher. Professional growth and training are a vital component to teacher success at CCMS and money is budgeted annually for teacher development. In-service, conferences, and seminars are all part of the program at CCMS to help teachers implement best practices. The principal is responsible for day-to day operations and oversight of programs and personnel.

The principal and vice principal hold "Goals Conferences" each spring with returning staff and in the fall with new staff. The teacher and administrator collaboratively review the teacher's instructional goals. Observations, self-evaluations, and summary evaluations are all part of the evaluation cycle at CCMS. Administrators strive to support the teachers in reaching their goals towards becoming highly effective teachers.

Students, teachers, and administrators connect on a professional and personal level. Regular communication occurs between the school and its stakeholders. Teachers mail notes of encouragement to each student and the administrators update stakeholders through e-mail blasts, school newsletters, and Facebook. The school deeply cares for its students and parents validate this fact as evidenced in the all school survey given at the end of the year.

Encouraging and helping students reach their potential is one of the main focuses at CCMS. Learning is based on relationships. In large part, CCMS students are successful because they know that their teachers care for them.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Capital Christian Middle School's single practice that has been most influential in the school's success has been the implementation of 21st century teaching strategies. These strategies teach both content and comprehension. There has been significant professional development focusing on the latest brain research on how young learners learn. An Educational Consultant has worked with CCMS staff to become “Game Changers” in their teaching practice. Research has shown that a comprehensive lesson plan that includes pre, during and post phases of the lesson increases critical thinking. Students have been taught many strategies to improve their learning, comprehension and retention of material.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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 is the educational cost per student? \$7630
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1144

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 14%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 32%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova, Third Edition

Grade: 6

Edition/Publication Year: 2008

Publisher: McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	71
Number of students tested	64
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: CCMS administered the Terra Nova 3 assessment on April 19-21, 2016. The Terra Nova Testing Verification Form incorrectly indicates the test date was March 21, 2016.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova, Third Edition

Grade: 7

Edition/Publication Year: 2008

Publisher: McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	74
Number of students tested	57
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: CCMS administered the Terra Nova 3 assessment on April 19-21, 2016. The Terra Nova Testing Verification Form incorrectly indicates the test date was March 21, 2016.

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova, Third Edition

Grade: 8

Edition/Publication Year: 2008

Publisher: McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	78
Number of students tested	71
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: CCMS administered the Terra Nova 3 assessment on April 19-21, 2016. The Terra Nova Testing Verification Form incorrectly indicates the test date was March 21, 2016.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova, Third Edition

Grade: 6

Edition/Publication Year: 2008

Publisher: McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	73
Number of students tested	64
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: CCMS administered the Terra Nova 3 assessment on April 19-21, 2016. The Terra Nova Testing Verification Form incorrectly indicates the test date was March 21, 2016.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova, Third Edition

Grade: 7

Edition/Publication Year: 2008

Publisher: McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	72
Number of students tested	56
Percent of total students tested	98.25
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: CCMS administered the Terra Nova 3 assessment on April 19-21, 2016. The Terra Nova Testing Verification Form incorrectly indicates the test date was March 21, 2016.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova, Third Edition

Grade: 8

Edition/Publication Year: 2008

Publisher: McGraw Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	75
Number of students tested	70
Percent of total students tested	98.59
Number of students alternatively assessed	0
Percent of students alternatively assessed	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: CCMS administered the Terra Nova 3 assessment on April 19-21, 2016. The Terra Nova Testing Verification Form incorrectly indicates the test date was March 21, 2016.