

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mr. Steve Patterson (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Baymonte Christian School (As it should appear in the official records)

School Mailing Address 5000 'B' Granite Creek Road (If address is P.O. Box, also include street address)

Scotts Valley CA 95066-3799 City State Zip Code+4 (9 digits total)

Tel. (831) 438-0100 Fax (831) 438-0715

Website/URL www.baymonte.org Email www.steve@baymonte.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent N/A (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Baymonte Christian Schools Tel. (831) 438-0100

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

N/A Date N/A (Superintendent's Signature)

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: N/A Elementary schools
 N/A Middle schools
 N/A Junior high schools
 N/A High schools
- N/A TOTAL

2. District Per Pupil Expenditure: N/A
- Average State Per Pupil Expenditure: N/A

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 12 Number of years the principal has been in her/his position at this school.

N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	19	13	32	7	31	26	57
1	14	25	39	8	30	30	60
2	26	27	53	9	NA		
3	27	24	51	10	NA		
4	22	20	42	11	NA		
5	22	22	44	12	NA		
6	35	13	48	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							426

6. Racial/ethnic composition of the students in the school:
- | | |
|--|--------------------------------------|
| | 85.93 % White |
| | 1 % Black or African American |
| | 8 % Hispanic or Latino |
| | 5 % Asian/Pacific Islander |
| | .07 % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 6 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	32
(4)	Total number of students in the school as of October 1	474
(5)	Subtotal in row (3) divided by total in row (4)	.06
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: .46 %
2 Total Number Limited English Proficient

Number of languages represented 2
 Specify languages: Korean

9. Students eligible for free/reduced-priced meals: 3 %

17 Total Number Students Who Qualify

Baymonte Christian School does not participate in a free/reduced price lunch program. Consequently, we listed the number of students who receive financial aid from the school in the form of reduced tuition. Families submit applications, including verification of income, to Family Financial Needs Assessment (FFNA) for an independent qualification of financial need. The Baymonte School Board receives recommendations from FFNA and votes to extend tuition assistance annually as the school budget allows.

10. Students receiving special education services: $\frac{11}{50}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- | | |
|--|--|
| <input type="checkbox"/> Autism | <input type="checkbox"/> Orthopedic Impairment |
| <input type="checkbox"/> Deafness | <input type="checkbox"/> Other Health Impaired |
| <input type="checkbox"/> Deaf-Blindness | <input checked="" type="checkbox"/> Specific Learning Disability |
| <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Speech or Language Impairment |
| <input type="checkbox"/> Mental Retardation | <input type="checkbox"/> Traumatic Brain Injury |
| <input type="checkbox"/> Multiple Disabilities | <input type="checkbox"/> Visual Impairment Including Blindness |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>4</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>1</u>	<u>14</u>
Support staff	<u>4</u>	<u>20</u>
Total number	<u>34</u>	<u>40</u>

12. Student-“classroom teacher” ratio: 20/1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	477	464	475	457	N/A
Daily teacher attendance	30	32	33	33	N/A
Teacher turnover rate	3	4	4	4	N/A
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Baymonte Christian School is an independent, interdenominational Christian school located in Scotts Valley, California drawing students from the greater Santa Cruz County region. Established in 1968, the school has been continuously accredited by the Western Association of Schools and Colleges and the Association of Christian Schools International since 1978. The school has a current enrollment of 426 students in kindergarten through eighth grades.

The vision of Baymonte Christian Schools is to educate students in a distinctively Christian environment, which will equip our students physically, spiritually, and intellectually to apply a Christian world view in meeting life's challenges. Our mission statement is as follows: "Baymonte Christian School offers a distinctively Christian and highly academic education in a loving and supportive environment."

The school is located on the six-acre campus of GateWay Bible Church. The school has a 99-year lease from the church, and has constructed a number of permanent classroom buildings on the site. The elementary school (K-5) has two classes at each grade level while the middle school (6-8) has three classes per grade level. The average class size is 20 students. Kindergarten through second grade teachers are assigned full-time instructional aides while other elementary classes benefit from shared classroom aides.

A board of directors composed of current and former school parents governs the school. Board members serve an initial term of three years; they may be annually reelected for another three years at which time they must retire from service on the board.

Baymonte reviews and adopts curriculum on an annual basis, selecting textbooks that fit the educational framework of the State of California and correspond to our curriculum guide. We integrate Christian truths, principles, and values within each academic discipline as appropriate.

Baymonte students consistently show high levels of academic achievement as measured by standardized achievement tests. Our graduates are eagerly accepted at private preparatory high schools with high admission standards, and as out of district transfer students at local public high schools with reputations for academic excellence.

We employ qualified specialists to assist our students who may have learning disabilities. At present 50 of our 426 students are enrolled in a program to assist struggling readers and students with specific language disability to become fluent readers.

A comprehensive music program, a well-equipped media center, and an athletic program in which our students compete in the Bay Area Christian School Athletic League, complement the school's academic curriculum. Each student in the middle school receives Spanish instruction every third day. Middle school students may select from a wide variety of elective offerings that in the past year have included: computer applications, web-page design, computer programming, intermediate and advanced bands, arts and crafts, ceramics, drama, speech and debate, and apologetics. Seventh grade students participate in a week-long missions trip to an orphanage in Mexico where they work on construction projects, conduct vacation Bible school, and participate in an evangelistic service.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Narrative Regarding Achievement Test Results

The Microsoft Excel Spreadsheet included with this application summarizes the results of achievement tests taken by Baymonte Christian School students for the past five years. For each of those years, Baymonte has used the Stanford Achievement Test, Ninth Edition, copyright 1996 to measure student achievement. Baymonte tests each student in first through eighth grade with the complete test battery. The summary spreadsheet indicates school wide grade level composite scores for the Reading and Mathematics subtests.

The scores provided are the composite percentile rank for each grade level and subject area. Harcourt Educational Measurement states that these are obtained from the Normal Curve Equivalent.

When I share this information with parents who are unfamiliar with statistical reports of this kind, I ask them to imagine 100 students taking the test who represent a sample of students across the country. The sample would represent students in a typical “bell curve” with varied abilities. If those students were lined up in order based upon their test scores, from highest to lowest, their number in line would represent their percentile rank in that sample.

When I transfer that example above to the classroom composite scores, it shows that the “average” student at Baymonte would achieve at the level indicated. For example, for the 2001-2002 school year our seventh grade students tested at the 80th percentile in Math. This means our “average” student would be the 20th person in line in the example given above. Nineteen students would be expected to test better, and 80 would test lower on the same test.

How Assessment Data is used to Understand and Improve Student and School Performance

Baymonte Christian School uses the Stanford Achievement Test to evaluate school wide, classroom, and individual student academic success.

The administration initially reviews the summary data provided by the Psychological Corporation to determine whether individual classrooms are meeting grade level expectations, and if there are any curricular areas where students are underperforming relative to others. Classroom teachers review individual classroom summaries to determine whether grade level goals are met. Additionally the administrator compiles a spreadsheet showing cumulative grade level performance (national percentile rank and median student grade equivalent) from year to year. The current spreadsheet compares grade level performance for each class of Baymonte students from 1994 through 2002. The analysis of this data assists us in evaluating curriculum, teaching methods, and student performance.

In the school's recent history our school wide spelling achievement, while at or above expected grade level, was not up to the level of performance we were experiencing in other curricular areas. We reviewed available spelling curriculum and adopted new materials. After two years and further evaluation, staff was still not satisfied with our student achievement and initiated the review and adoption of spelling curriculum once again. The curriculum we selected has assisted in improving achievement in this area and we are now satisfied with the results we are seeing.

Teachers and administrators use the achievement data to assist parents in understanding their individual students' success, strengths and weaknesses. Standardized achievement tests are one of the elements considered when learning disabilities are suspected and further testing is requested.

Communication of Student Performance to Parents, Students, and the Community

Baymonte uses a variety of traditional and non-traditional methods to keep parents and students informed of individual student progress. The school issues report cards on a quarterly basis. At mid-quarter teachers send home student progress reports to inform parents of any weaknesses or strengths observed prior to the next grade report.

At the kindergarten level, we have created a student performance profile that we initially share with parents during first quarter conferences. This profile shows how the students progresses through the year in their ability to meet expected kindergarten benchmarks. At every grade level teachers meet with parents at the end of the first quarter to discuss individual student progress. Throughout the school year, individual conferences are scheduled to assist parents in understanding student performance, develop better study habits, or accommodate students with learning needs informally or formally through 504 plans.

At the end of each school year, parents are provided with individual student reports from our Stanford Achievement Tests. Teachers and administrators frequently conference with parents to assist them with the interpretation of the data provided. This year the school principal held a “Principal’s Coffee” with a presentation centered on standardized achievement testing. School wide achievement results were shared with the parents along with information to assist parents in reading the individual and school summary reports.

While individual student achievements are frequently shared with the community through press releases, we do not report the results of standardized testing to the community. When prospective parents inquire we are eager to share our school wide testing results.

Baymonte's Plan to Share its Successes

The primary avenues Baymonte will use to share its success are through its affiliation with the Association of Christian Schools International, professional administrative contacts, and through publication in the local news media.

The Association of Christian Schools International (ACSI) provides a number of forums for schools to share methods and strategies employed for school success. These include teacher's conferences, administrator's conferences, and district administrator's meetings. We plan to continue to take advantage of these opportunities for "iron to sharpen iron".

For the past several years, Baymonte's principal has served as chairperson for accreditation visiting committees for different schools participating in joint ACSI and WASC accreditation. These venues often provide the opportunity to share successful initiatives with other school administrators who are seeking recommendations for school success.

This month, Baymonte is presenting a community information night on the topic of kindergarten student readiness. We believe that initial student readiness is a critical factor in predicting the future success of our students and are excited about the opportunity to share this information with our community. Last month we participated in a countywide private school forum where we were able to share our school's successes with interested parents.

If Baymonte receives recognition as a Blue Ribbon School, we will be certain to publicize this honor locally and through the school's informational material.

PART V – CURRICULUM AND INSTRUCTION

Curriculum

Baymonte Christian School has developed a curriculum guide, which is shaped by the mission to which we are called. Our curriculum is adopted in keeping with two distinct priorities; we want to maintain high academic standards while developing a specific Christian perspective on the world. Through our accreditation process with the Western Association of Schools and Colleges (WASC) we have developed Expected Schoolwide Learning Results (ESLR's). These ESLR's describe the characteristics of a Baymonte graduate. The curriculum we develop and adopt supports our teachers in achieving these outcomes.

The principal course of study at Baymonte is based upon the State of California's educational framework. We supplement the state curriculum with Bible instruction and we integrate biblical truths and principles throughout the entire curriculum. Each year the school staff reviews the curriculum in a different subject area to adopt new material. Curricular materials receive a priority second only to staff in the school budget.

While our language arts curriculum is described elsewhere, a brief summary of curricular content follows. A new science curriculum was adopted this year. We encourage a "hands on" approach to science. Our parent teacher organization raised \$10,000 for the purchase of science equipment kits to support our new curriculum. Middle school science curriculum includes three full years of lab science. Our seventh grade science students participate in NASA's Jason Project which includes regular instruction by a NASA scientist from Ames Research Center. In the primary grades, we emphasize manipulative math using the "Math Their Way" curriculum. In the middle school, all seventh grade students take an algebra aptitude exam. Those students who score well on this exam, and have shown success in seventh grade math, are eligible to take a high school Algebra 1 course as eighth graders. Our social studies curriculum is based upon the popular Houghton Mifflin series. A wide variety of individual student projects and activities are used to reinforce the social studies curriculum. Many of these activities provide the students with options to select from according to their giftedness and learning styles. Examples of these are our fourth grade CALIF's (Creative Activities for Learning Interest and Fun) and sixth grade Inquiry Projects. Eighth grade students complete a rigorous study of the US Constitution and must pass a comprehensive test prior to graduation. Our Bible curriculum is designed to focus on life application rather than rote memory.

In the middle school, each student is enrolled in a Spanish foreign language class. To fit this in the school day and maintain a complete elective offering, we divide each grade level into three sections. One of these class sections takes Spanish while the other two are in Physical Education class. This allows us to meet the state requirement for physical education while giving our students a full year of Spanish in the three years they attend our middle school.

Our students regularly participate in activities and competitions sponsored by ACSI or the Santa Cruz County Department of Education. These include speech meets, science fairs, spelling bees, and music festivals.

Secondary English Language Curriculum

In sixth through eighth grades, the English program is designed to cover a broad spectrum of language areas and skills. The curriculum teaches and strengthens students' skills in writing, reading strategies, critical thinking, vocabulary enrichment, and grammar concepts.

We have adopted the 6+1 Writing Traits Curriculum that is now state approved curriculum in Oregon and Washington. This writing program teaches writing concepts that students can apply to their own writing skills and teaches them to evaluate the writing of others. Our students write autobiographical sketches, responses to literature, persuasive, compare and contrast essays, and give oral reports. Our students' writing skills are evident in the fact that our eighth grade students have won first place in Santa Cruz County's Daughters of the American Revolution Essay Contest for the past two years.

Baymonte's literature program uses various class novels and the Prentice Hall Literature Anthology series to teach components of literary style and critical thinking skills. Students read and write short stories and poetry. Students are required to read outside the classroom from different genres and write or give oral reports on these novels.

Vocabulary and spelling is broadened and strengthened through the Great Source program where our students learn fifteen new vocabulary words each week that are thematically organized and are grade level appropriate. We teach and reinforce grammar concepts using the Easy Grammar program.

For students that have difficulty reading at grade level, we accommodate their outside reading by encouraging them to choose novels that are appropriate for their individual reading level. We also refer these students for testing by our on-site reading specialist and by outside learning specialists as well. Students with learning disabilities work with our specialist to develop their abilities.

The goal of the English Department is to further every student's skills in reading, writing, speaking, and listening.

Elementary Reading Program

Baymonte's elementary reading program is only one part of a comprehensive language arts program. The reading component begins with a strong phonics foundation. We have selected a text series that has high interest reading material which includes fiction, nonfiction, poetry, and multicultural selections. The curriculum has a strong assessment component which enables us to track individual student progress closely. The text is supplemented with good literature read by the teacher and the students. Students are involved in outside reading for pleasure.

In third through fifth grades, we supplement the textbook with class novels to help the students understand plot and character development.

Baymonte uses this approach because we believe:

- 1) Students need a strong phonics base to be successful readers.
- 2) Students need to be exposed to good literature.
- 3) Students need to be assessed on a regular basis.
- 4) Students need to be reading for pleasure outside the classroom.
- 5) Upper elementary students need to have an understanding of plot and character development.

Using all these components enable students to become good readers.

Other components of the language arts curriculum include grammar concepts, speaking, listening, and writing skills, and a comprehensive spelling program.

Social Science Curriculum

Baymonte's social studies curriculum supports the school's mission in that it targets two key elements of our mission statement; it is highly academic, and distinctly Christian.

Our social studies curriculum extends beyond mere covering of essential facts in that it focuses on developing skills necessary for multidisciplinary academic achievement. Key components include research, critical thinking, writing, and organizational skills. For example, our eighth grade students take a public domain song and write their own lyrics personifying a historical figure or event from the Civil War. The Santa Cruz chapter of the Daughters of the American Revolution has recognized Baymonte students with first place honors in their annual essay contest for the past two years.

Another example from our eighth grade curriculum illustrates two different approaches to make Baymonte's curriculum "distinctly Christian". First, the history of Christians is studied. For example, the efforts of Christians to share their faith in such events as the First and Second Great Awakenings are studied. Second, the interaction of faith and society is considered. For example, how did Christians respond to slavery? In addition, how should they have responded?

We strive to achieve success in all curricular areas by balancing these two key components of Baymonte Christian School's mission.

Instructional Methods to Improve Student Achievement

When students are struggling to succeed, we employ a variety of strategies to assist in improving achievement. Teachers initially provide individual assistance and consult with parents and other teachers to develop a plan leading to greater success.

If the student continues to struggle, we consider formal assessment for learning disabilities. We refer these students to their local public school district, and to private consultants whom we respect. One of these is John Fleming of Developmental Learning Solutions. Depending upon the results of formal testing, we develop an individual plan for the student.

A minimal level of intervention would involve an informal classroom accommodation plan for the struggling student. Often, we agree upon a formal 504 plan in a meeting attended by all the student's teachers, the parents, and outside consultant, and the administrator.

If the student is experiencing reading difficulty, and is diagnosed with specific language disability or dyslexia, we enroll him in our Individual Program of Instruction (IPI). In our IPI class the student is taught in a setting with a low student teacher ratio using a multisensory approach developed by Susan Barton (the Barton System). We have one full-time and two part-time instructors in our IPI program.

We have just initiated a new program for students needing additional help in mathematics using the Semple Math materials.

Our school has a record of accomplishment in providing individual assistance for students who have special learning needs, while maintaining high levels of student achievement.

Professional Development Program

The professional development program at Baymonte incorporates on-site and off-site professional growth activities.

Each teacher is required to attend at least one off-site professional growth seminar annually, as approved by the school principal. Teachers are given a monetary stipend and release time for the seminar. Our teachers regularly attend the two day ACSI Teacher's Conference in Sacramento where they may choose from a wide variety of seminars and general session speakers. Our kindergarten teachers participate in the California Kindergarten Conference each year. Every kindergarten and first grade teacher is sent to be trained in the use of the "Math Their Way" program. Our middle school math teachers annually attend the National Council of Teachers of Mathematics conference held at Asilomar. Our reading specialists attend training sessions in multisensory reading instruction based on Orton Gillingham research. The school administrators and individual school board members participate in the ACSI California Administrator's Conference at Asilomar each year. The school administrator attends a number of different seminars on topics ranging from curriculum design to special education strategies.

Periodically the school invites guest presenters to speak on pertinent topics to our instructional staff. We have recently heard from Susan Barton regarding classroom accommodations for learning disabled students, Carol Murphy on strategies to assist students with ADD, and Paula Simmons discussing classroom structure and student discipline.

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

$\frac{\$3050.}{K}$	$\frac{\$3800.}{1^{st}}$	$\frac{\$3800.}{2^{nd}}$	$\frac{\$3800.}{3^{rd}}$	$\frac{\$3800.}{4^{th}}$	$\frac{\$3800.}{5^{th}}$
$\frac{\$3800.}{6^{th}}$	$\frac{\$3800.}{7^{th}}$	$\frac{\$3800.}{8^{th}}$	$\frac{\$ \text{ n/a}}{9^{th}}$	$\frac{\$ \text{ n/a}}{10^{th}}$	$\frac{\$ \text{ n/a}}{11^{th}}$
$\frac{\$ \text{ n/a}}{12^{th}}$	$\frac{\$ \text{ }}{\text{Other}}$				

2. What is the educational cost per student? \$ 5560.71
 (School budget divided by enrollment)

3. What is the average financial aid per student? \$ 541.20

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 9 %

5. What percentage of the student body receives scholarship assistance, including tuition reduction? 36 %

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
				2001-2002				
				School Yr				
Testing Month - April								
SCHOOL SCORES - Percentiles								
Total Score - Reading	89	76	79	66	59	77	65	76
Total Score - Math	79	79	77	64	80	84	80	78
Number of Students Tested	41	44	40	40	36	62	57	57
Percent of Students Tested	100	100	100	100	100	100	100	100
				2000-2001				
				School Yr				
Testing Month - April								
SCHOOL SCORES - Percentiles								
Total Score - Reading	82	81	67	66	67	70	76	77
Total Score - Math	76	78	70	68	65	75	80	82
Number of Students Tested	49	44	46	46	45	51	59	42
Percent of Students Tested	100	100	100	100	100	100	100	100
				1999-2000				
				School Yr				
Testing Month - April								
SCHOOL SCORES - Percentiles								
Total Score - Reading	83	65	68	67	62	75	73	71
Total Score - Math	83	67	71	57	74	80	83	78
Number of Students Tested	38	41	44	49	50	68	45	60
Percent of Students Tested	100	100	100	100	100	100	100	100
				1998-1999				
				School Yr				
Testing Month - April								
SCHOOL SCORES - Percentiles								
Total Score - Reading	70	66	67	60	67	71	67	63
Total Score - Math	66	61	61	60	74	76	77	70
Number of Students Tested	44	43	51	51	54	45	61	44
Percent of Students Tested	100	100	100	100	100	100	100	100
				1997-1998				
				School Yr				
Testing Month - April								
SCHOOL SCORES - Percentiles								
Total Score - Reading	66	71	60	58	67	62	60	74
Total Score - Math	70	67	59	65	67	71	69	73