

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

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

Official School Name Mountain View Academy (As it should appear in the official records)

School Mailing Address 6200 West 20th Street (If address is P.O. Box, also include street address)

Greeley CO 80634-9675 City State Zip Code+4 (9 digits total)

Tel. (970) 330-3671 Fax (970) 330-3679

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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 2-18-03

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 N/A Tel. ( ) N/A

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.

(Superintendent's Signature) Date N/A

Name of School Board President/Chairperson N/A (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 N/A

## **PART II - DEMOGRAPHIC DATA**

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

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ TOTAL

2. District Per Pupil Expenditure: \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

**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. 8 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 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
<b>K</b>	11	7	<b>18</b>	<b>7</b>			
<b>1</b>	11	8	<b>19</b>	<b>8</b>			
<b>2</b>	8	14	<b>22</b>	<b>9</b>			
<b>3</b>	8	11	<b>19</b>	<b>10</b>			
<b>4</b>	9	6	<b>15</b>	<b>11</b>			
<b>5</b>	10	6	<b>16</b>	<b>12</b>			
<b>6</b>	12	12	24	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>133</b>



10. Students receiving special education services:   3   %  
  4   Total Number of Students Served

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

- |                                 |   |
|---------------------------------|---|
| <u>  </u> Autism                | <u>  </u> Orthopedic Impairment                 |
| <u>  </u> Deafness              | <u>  </u> Other Health Impaired                 |
| <u>  </u> Deaf-Blindness        | <u>  1  </u> Specific Learning Disability       |
| <u>  </u> Hearing Impairment    | <u>  3  </u> Speech or Language Impairment      |
| <u>  </u> Mental Retardation    | <u>  </u> Traumatic Brain Injury                |
| <u>  </u> Multiple Disabilities | <u>  </u> 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>  </u>	<u>  3  </u>
Classroom teachers	<u>  7  </u>	<u>  1  </u>
Special resource teachers/specialists	<u>  </u>	<u>  3  </u>
Paraprofessionals	<u>  </u>	<u>  </u>
Support staff	<u>  1  </u>	<u>  1  </u>
Total number	<u>  8  </u>	<u>  8  </u>

12. Student-“classroom teacher” ratio:   17:1

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	97%	97%	97%	97%	97%
Daily teacher attendance	98%	99%	98%	97%	98%
Teacher turnover rate	0%	25%	14%	18%	7%
Student dropout rate					
Student drop-off rate					

## **PART III – SUMMARY STATEMENT**

**Provide a brief, coherent narrative snapshot of the school in one page. Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city and state.**

Mountain View Academy is located in Greeley, Colorado, the largest city in Weld County. The county has a rich agricultural heritage and supports a growing population of over 75,000 residents. Mountain View Academy seeks a diverse student body from these residents and does not discriminate on the basis of race, color, creed or ethnic origin. The school practices fairness in the administration of its educational policies and programs. The modern and accessible facility meets and exceeds the specifications of the Americans With Disabilities Act.

Mountain View Academy started classes on September 6, 1994. The founders' vision was to offer a new educational choice for the community by providing a school that would be free of political, governmental or religious control. Consistent with this vision, Mountain View Academy is a private, independent, non-profit, coeducational and non-sectarian day school. The founders' mission also included a focus on academic excellence, utilizing research-based, field-tested, learner-verified programs--content area programs that build on skills and strategies from one grade level to the next. With these goals at the forefront, the founders sought a quality educational experience in which individualized attention would be provided through small class size. They desired all this within a quiet, organized and safe learning environment. Success in attaining these goals would require that; self-discipline, politeness, personal integrity and other attributes be displayed throughout the educational environment by school directors, staff, parents and students. These attributes were instrumental in establishing the school.

The school's high expectations are the standard for all students. Accordingly, the school's mission is to assist each student in reaching his or her full potential. The curriculum is both challenging and exciting at all grade levels and demands hard work and dedication from teachers, students and supportive parents. Mountain View Academy holds students accountable for the quality and the punctual completion of work. Administration and staff believe that for students to become productive adults, a strong work ethic must be established early in childhood. They will do "whatever it takes" to enable students to succeed and feel good about themselves. Therefore, teachers do not assume the student has a given knowledge base but operate with the premise that each child is capable of learning important principles and concepts with the vigilance of dedicated professionals and the use of effective instructional materials.

Mountain View Academy recognizes and attends to the many and diverse needs of its students. The goals of the school are to assure successful performance in all areas of intellectual, maturational, emotional, social and physical development. The staff strives to nurture in each child a love of and respect for learning--learning that not only enables students to seek knowledge independently but also encourages each student to become a compassionate, productive and contributing member of society. The school believes that it must instill in students the concept that a quality education implies and carries with it certain responsibilities to self, peers, family, community and country.

Mountain View Academy is unique. The school has a diverse socio-economic educational community; more than three-fourths of the students come from middle-income and low-income families. Regardless of their socio-economic status, families attend the school for its superior quality education. This superior educational experience is maintained through strong, consistent leadership that sustains a clear and focused mission. The school's leadership and mission is also an inspiration to its dedicated, hard working and nurturing staff. Likewise, volunteer support from hard-working parents, grandparents and great-grandparents enrich and foster the success of the school and the students' educational experience. In turn, students' successful experiences help develop a positive self-concept, promoting confidence and preparedness--confidence to overcome life's challenges and preparedness to take advantage of life's opportunities.

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

**1. Describe in one page the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. (Test data are attached at the end of this report as specified.)**

Mountain View Academy administers the Stanford Achievement Test annually. The Stanford Achievement Test reports scores as national individual percentile ranks with stanines. These percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time in their academic experience. Percentile scores range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percentage of students in the same grade obtaining scores equal to or less than that score. Percentile ranks are useful for comparing a student's performance on a particular subtest, relative to the performance of other students. Percentile ranks are also useful for comparing a student's performance across content areas in a score profile.

Stanines are scores that range from a low of 1 to a high of 9, with 5 designating average performance. National stanines, like national percentile ranks, indicate students' relative standing in the national norm group. Stanines make it easy to identify broad performance categories. Stanine scores of 1, 2 and 3 are usually considered to reflect below-average performance; stanines 4, 5 and 6 are generally thought of as low average, average and high average performance; and stanines 7, 8 and 9 represent above average and superior performance.

Percentile rank test data for this application were taken over a five-year period in reading and math for Kindergarten through Grade 6. According to national standards, percentile ranks of 60 and above are considered high average, above average and superior performance. As such, of all classes tested in reading and math during the past five years, ninety-seven percent scored at the above average through superior performance level. Only three percent of scores reflect average performance. There were no scores reflecting below average performance.

Stanines reveal a similar pattern of high-test score performance. Mountain View Academy had seventy-one percent of the school's stanine scores in the above average and superior performance category. Twenty-six percent of the school's stanine scores were in the high average performance category, and only three percent of the school's stanine scores were in the average category. There were no scores in the below average performance category. Occasionally, the school may see some slight variation in test performance. The school understands these test score variations to be normal occurrences in testing situations. It also realizes that education is an ever-changing process that may include diverse test performance depending upon the diverse abilities of each class.

Mountain View Academy's test scores are exemplary. This pattern of extended exemplary success is the result of hard work and dedication of all who work for and are associated with the school. The school's achievements begin with strong and consistent leadership that relentlessly pursues success for all students; it includes refining, repeating and continuing curricula that works. The school provides and supports a well-trained professional staff who is dedicated to do "whatever it takes" to encourage students to believe in themselves and become self-motivated learners. When students believe in themselves and become self-motivated learners, they reach their full potential. Equally important, the administration and staff continuously strive to maintain strong parental communication and support to strengthen a positive learning environment for all students. These illustrations of high academic achievement are just a few of the many reasons why Mountain View Academy is an exemplary school. Clearly, Mountain View Academy knows how to achieve and maintain academic success for all students. The school's motto "Dedicated to Academic Excellence" rings as true today as it did nine years ago when the school was started.

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

### **2. Show in one-half page how the school uses assessment data to understand and improve student and school performance.**

Mountain View Academy utilizes several types of assessment data, each with its own particular time line, as an evaluative tool for maintaining high standards. Every student is given an assessment before enrollment is approved, irrespective of the enrollment date. Assessments are extremely helpful to the teacher in placing the student. Proper placement for each new student is essential for providing an easier transition into a new environment. Because students are grouped by ability for each core content area, the school wants the students to be challenged but not frustrated. Students are never isolated or labeled, and all students may move up or down in content levels as their abilities change. Regular assessments are also built into the curriculum approximately every five to ten lessons. With these assessments, the teacher evaluates individual student progress as well as class progress, adjusting curriculum as needed for the individual student or the entire class. The teacher can decide to review material, continue in the material or even skip ahead in the material. This insight and latitude on the teacher's part creates a relaxed and comfortable learning environment in which students are engaged and motivated to learn.

Mountain View Academy administers the Stanford Achievement Test, Form S, Ninth Edition every year in the spring to Kindergarten through the highest grade taught. Because the test is nationally normed on a population comparable to Mountain View Academy, the assessment benefits students and teachers. Thus, the directors and staff obtain a precise picture of how students are performing compared to classmates and students across the nation. Assessment information is essential in maintaining the school's mission to enable all students to reach their full potential. This information is an essential element in providing evaluative insight into overall student achievement, faculty effectiveness to deliver instruction, and strength of the school's curriculum. If the directors and staff feel the curriculum is relatively weak in any area, the school can acquire supplemental materials to strengthen a given area. On two separate occasions, Mountain View has purchased supplemental materials to achieve more uniform test score results. This process is vital in supporting the school's mission to enable all students to reach their full potential. Mountain View Academy continuously teaches, monitors, tests and adjusts to improve student, staff and overall school performance.

### **3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students and the community.**

The school communicates student performance to the student on a daily basis. Student work is checked and recorded daily, and folders containing student performance records and work samples are sent home weekly. Additionally, staff members and directors are readily accessible, providing parents numerous daily opportunities for "informal chats"; all staff members rotate before school and after school duties. Mountain View's three administrative directors are original founders of the school and also full-time staff members.

Mid-term grades are sent home every quarter, and formal report cards are issued four times a year. Further, the school provides parents a copy of the test data to keep them informed of their child's progress and the school's ability to effectively deliver instruction. Parents are expected to meet with their child's teacher or teachers twice a year for a more formal conference; these formal conferences are held at the end of first and second quarters. Teachers and parents may also conference whenever they feel the need to do so throughout the school year.

Several times a year the school holds informational meetings for its new parents and the local community. Depending upon the interest of those parents in attendance, information may be general or specific. Semi-annually, a program called, "Mountain View Academy's Ambassador Training Session," is presented to the school community. This program highlights the history of the school's founding and shares the school's vision and mission and how this information impacts students. Also, in the past, the school has published the results of the yearly achievement test scores to coincide with the mandatory

publication of local public school scores. In addition, the school is in the process of setting up a web site as another source of information for parents, prospective new parents, the community and relatives who live outside Colorado.

**4. Describe in one-half page how the school will share its successes with other schools.**

Mountain View Academy has always had an open-door visitation policy and believes that continuation of this policy is integral to sharing its success. Visitors have included, but were not limited to, government and parochial school representatives. The school welcomes any school official, community group or individual. Similarly, Mountain View has always been willing to share ideas and thoughts about the school's achievements; one example includes "guest lecture" appearances for a local organization called, "Leadership Weld County." The school's ongoing efforts to share and educate other groups about Mountain View's accomplishments will include other educators in their membership. For example, The Association for Direct Instruction has referred Colorado schools that are interested in this particular curriculum to Mountain View Academy for observation and guidance. Also, one of Mountain View Academy's directors is a Direct Instruction Teacher/Trainer. The Association for Direct Instruction asked this director to train teachers at a public charter academy in Colorado. A second director flew to another state to help a charter school make the decision to implement Direct Instruction curricula, help the principal order materials and locate timely teacher-training sessions. The school will continue to accept the opportunity to help train other schools when requested. Mountain View Academy also field-tested an elementary reading curriculum and a middle school science curriculum for the authors of specific Direct Instruction programs. Field-testing curricula for the authors is an honor and, upon request, the school will continue to accept opportunities to help insure the quality of the curricula. The school believes that every child should be taught to his or her full potential and will do everything it can to continually promote understanding and acceptance of Direct Instruction curricula. Mountain View Academy directors would like to have the opportunity someday to present its success story at a Direct Instruction Convention. The success Mountain View Academy has achieved is attainable by any school in America that has an intense desire and determination to improve. Educating students is serious and important work; a school cannot have a half-hearted attitude in regard to its teaching responsibility. The key to any nation's strength and prosperity lies in that nation's ability to continually and effectively educate its people.

## **PART V - CURRICULUM AND INSTRUCTION**

### **1. Describe in one page the school's curriculum, including foreign language and show how all students are engaged with significant content, based on high standards.**

Mountain View Academy is a full-implementation Direct Instruction School. All core curriculum areas are derived from Direct Instruction materials. Direct Instruction originated with the highly effective instructional model first developed by Dr. Siegfried Engelmann in "Project Follow Through" during President Johnson's "Great Society." Project Follow Through showed the Direct Instruction model to be far more effective than the other models on every identified outcome. Based on the data and high standards from the experiment, Direct Instruction materials have been validated as effective through the use of the scientific method in educational research.

The Direct Instruction materials incorporate superior content because the authors make no assumptions about prior student learning. Nothing is left to chance with its carefully constructed foundation of design, delivery and documentation. With a scientific method in educational research, every lesson presented takes into consideration the different learning modalities of each student. Therefore, we have no child left behind. Whatever is presented is taught. Whatever is taught is practiced. Whatever is practiced is applied. No skill is taught in an isolated unit. Rather, students make connections as they learn how to learn and how to apply what they learn. Every day is planned. Every lesson is prepared, and every activity is integrated. Every day's lesson is the foundation for tomorrow's lesson. Content material consistently and continuously spirals throughout the year, bringing students to mastery. Students are also brought to mastery because the program has a multi-sensory component. Built into every lesson is a kinesthetic, visual and auditory modality. The teacher doesn't have to figure out each child's learning modality. Each lesson has all three modalities built into the delivery. As teachers follow the teacher's manual, every child will learn what is being presented.

To engage all students, concepts are presented through a finely tuned teacher/student dialogue that directly indicates the thinking processes needed to successfully complete the required tasks. Teaching follows an active verbal participation of "I do it," "we do it," "you do it," progression. When something is new, the teacher provides a model or highly explicit guidance and direction. This proven teaching strategy is applied to all subjects, even the few subject or supplemental materials that are not SRA Direct Instruction programs. The foreign language teachers have applied the same teaching strategies over the years when teaching French, German or Spanish. Foreign language programs at Mountain View Academy are an extra curricular activity before and after school, available to kindergarten through highest grade taught. The language teacher engages all students in the "I, we, and you do it" progression as they learn to interpret, read, write and speak the language.

Mountain View Academy offers an exciting and challenging curriculum. Core curriculum areas are taught on a daily basis; examples include reading, spelling, math, study skills, organizational skills, research skills, language arts, handwriting, literature, social studies, science and an affective--"character building" education curriculum. The weekly curriculum also includes: vocal music, art, physical education, honor choir and band. Student Council is sponsored annually while chess club, computer club, intramurals, drama, yearbook, art-appreciation, math games, pioneer history, summer enrichment classes and sign language classes are offered based on student interest. Students have a very active voice in planning all student council activities, and the entire student body is encouraged to participate. Most activities are free. However, if there is a charge for any activity, financial support is available for students who cannot pay.

### **2. (Elementary Schools) describe in one -half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.**

An SRA Direct Instruction reading program called "Reading Mastery" is the foundation of the school's reading curriculum. The school selected this program because it contains an approach to reading instruction long known for its effectiveness. Research strongly indicates that explicit instruction in

phonemic-awareness, sound/letter and word recognition, and spelling, writing and actual reading are critical elements for reading achievement. Reading Mastery incorporates all of these elements into its first two levels of reading instruction. Therefore, the focus of Reading Mastery I and II is for the students to “learn to read.”

All Direct Instruction programs and materials provide explicit and sequenced instruction. Every lesson is the foundation for the next lesson. Every year’s learning is the foundation for the next. With this instructional strategy, there are no gaps or overlaps in the student’s education. The students are brought to mastery before moving on in the curriculum, and therefore experience success quickly and easily and consider reading to be fun. The program’s effectiveness is obvious when kindergarten students are reading at the 2<sup>nd</sup> grade reading level by the end of the school year.

The curriculum for Reading Master III and IV is fully integrated with other content areas, such as science, social studies, history and geography. The focus of Reading Mastery III and IV is to increase the student’s knowledge and “read to learn” in those content areas. By the end of Reading Mastery III and IV, students clearly understand that the new things they are learning have practical applications. This integration of content is setting the framework for the literature the students will read in their study of novels in the literature component of Reading Mastery V and VI called, “Learning Through Literature”-- the title is also the reading focus at this level. The literature component in Reading Mastery V and VI incorporates genre studies, biographies, autobiographies and science fiction as well as reading and analysis of contemporary and classical literature.

The Direct Instruction reading program is also an effective teaching strategy because of its spiraling of content material and the multi-sensory approach to understanding the different modalities of learning. Moreover, because the program delivers instruction so that students’ primary learning modality is addressed, students learn and reach their full potential. The school selected this reading curriculum because it is scientifically sound, and it works.

**3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.**

Mountain View Academy chose to describe its mathematics curriculum as one other curriculum area of the school’s choice. The school’s mission is to have every student reach his or her full potential, and the school considers mathematical skills to be one of life’s most essential skills, second only to reading as an integral key to personal independence and life-long success.

Mountain View Academy provides math instruction every day for all grade levels. The math curriculum is “Connecting Math Concepts,” a publication of Direct Instruction. There are six levels to this math curriculum. Once the students complete all six levels, they are ready for Pre-Algebra, Algebra or Geometry. Perhaps the most innovative aspect of the school’s math program is that each lesson is organized around multiple skills or topics, rather than around a single skill or topic. Each skill or topic is addressed for only five to ten minutes in any given day’s lesson, but it is revisited day after day for many lessons. This type of lesson organization is referred to as a “strand.” An important advantage of strand organization is that it promotes mastery rather than teaching for exposure. Strands make sequencing and cumulative introduction of skills feasible, and topics can be treated in depth. Concepts are arranged in a logical scope and sequence, so that several topics can appear in one lesson. This permits pre-skills to be taught before being integrated into more complex mathematical concepts. Strands allow distributed review of skills in which only a few problems are presented over a long period of time, allowing students to achieve accurate and rapid responses. Scientific educational data show that distributed practice facilitates mastery better than massed practice. Since explicit math strategies are taught for basic operations and problem solving, a balance between new learning and practice is easily maintained. When using strands, reviews are also easier to conduct and makes learning math quick, easy and fun. These applications enable all students to become successful and confident mathematical thinkers.

From the time we get up in the morning until we go to bed at night, math affects almost every facet of daily life. A strong knowledge base of numeral identification, computation and application is what keeps the world in constant motion. Math, in some form or another, is a part of each person's life. Applications may include occupation, finances, travel, entertainment, high-tech electronic games, sports activities, scheduled appointments and purchases. Even personal productivity, medications, measurements, estimates and probability directly require mathematical skills. For a person to become a productive member of society, minimal mathematical knowledge is essential.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

Mountain View Academy employs a variety of instructional methods for its mainstream students and students with disabilities to improve student learning and critical thinking skills. For example, the school's teachers have worn headset amplifiers for hearing-impaired students and have adjusted physical education classes for physically impaired students. This process takes a dedicated and energetic staff as well as hard working and self-motivated students. The staff continuously strives to create ways to make learning fun while adding variety and hands-on experiences to lessons whenever possible.

To enrich classroom-learning experiences, the school invites community members to deliver hands-on presentations for students. Examples include the following: To enhance a science unit, pathologists brought human organs for students to see and use in their presentations. As a culminating activity in reading, professional dog trainers taught a mini obedience lesson with their dogs and the students' dogs. Professional groups, such as "Hooked on Physics" provided hands-on physics experiments in the school gymnasium. To bring literature to life, professional traveling theatre troupes performed and included some students in their presentations. Mountain View Academy's students have participated in poetry writing contests; within the past six years, dozens of students' poems have been published. Students enjoy in-state field trips to art, history and science museums and archeology sites. Students have also enjoyed an out-of-state field trip to Space Camp in Wichita, Kansas. Additional methodology has included the following: Internet and computer applications to enhance daily work, research projects, social studies and science fairs, realistic dramatizations of famous and historical figures, cooperative learning, small group activities, science and historical videos and off-campus team-building experiences.

In addition, students have participated in numerous civic activities to raise money for community needs, including involvement with a local homeless shelter and a children's clinic, the Weld Food Bank and the Humane Society of Weld County. The school's award-winning band and honor choir showcase their musical talents, performing at local assisted living facilities and nursing homes. Students have also increased their cultural awareness by participating in international activities. One such activity was Operation Shoebox, a project to help children around the world receive Christmas presents. Another project helped King Oyo, a ten-year old African king visiting America, to raise money for a children's hospital in his country.

**5. Describe in one-half page the school's professional development program and its impact on improving student achievement.**

Mountain View Academy believes professional development is vital and has a direct impact on the maintenance and improvement of student achievement. Teachers must continually take classes in education to keep their licenses current; they must acquire nine university quarter hours or six semester hours every five years. Teachers also attend workshops and seminars and visit other schools on professional improvement days. Additionally, to ensure a high professional standard, the administration hires from the best possible candidate pools when a personnel opening occurs. In the state of Colorado, private and charter schools are not required to employ licensed teachers; however, Mountain View Academy employs only Colorado-licensed teachers who must be willing to be trained in Direct Instruction, the driving force of the school's curriculum. The Direct Instruction approach is based on two philosophies: Every child, regardless of past history, can learn when taught correctly; and every teacher can be successful when given effective teaching materials and training. The school's strong in-house

support system monitors and adjusts teachers' performance once they are trained and furnishes a complete set of training videos for additional instructional review.

In addition, weekly staff meetings always include time to share ideas and resources if a teacher needs some pragmatic advice, and mini workshops are presented on a variety of subjects. Teachers participate with administration in deciding school rules and procedures to ensure a smooth and consistent daily schedule that minimizes classroom management needs and discipline problems. Consequently, Mountain View Academy has a very low rate of discipline problems and a positive school climate. The school's positive school climate is enhanced with an affective, character building, education program called, "Positive Action" which is taught at all grade levels. Mountain View Academy's client surveys show that families also come to Mountain View Academy for its safe, nurturing environment. To maintain this environment, the school provides health and safety education and training for all teachers and older students in first-aid and CPR training. On two separate occasions, the school has invited a police officer to evaluate the grounds and facility and to give practical advice on how to improve school safety. The students have also seen the local fire department conduct fire-safety inspections in the school. The students know how insistent members of the staff are concerning school and personal safety. As a result, student surveys revealed that the students feel safe, relaxed and protected, so that they are able to concentrate on the lessons, without worrying about personal or school safety. The effectiveness of the Direct Instruction teaching strategy drives Mountain View Academy's curriculum, and the dedication to the successful development of the "whole child" drives Mountain View Academy's vision and mission.

## **PART VI – PRIVATE SCHOOL ADDENDUM**

Mountain View Academy is a member of The Association for Direct Instruction and a member of the School Scholarship Service, a subsidiary of the National Association of Independent Schools. Mountain View Academy officials recently met with a representative of the Association of Colorado Independent Schools to discuss the possibility of membership. The ACIS representative informed the Mountain View Academy officials that the school is at the right age and proper stage of its development to be contemplating membership. A future meeting to resume the discussion of membership is tentatively scheduled for late spring. Once membership in ACIS is complete, Mountain View Academy hopes to complete membership in NAIS as well.

Mountain View Academy has a non-profit, tax-exempt (501)(c)(3) status. The school acquired this status in February of 1994.

**Part II - Demographics**

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

\$ <u>3900</u>	\$ <u>4350</u>	\$ <u>4350</u>	\$ <u>4350</u>	\$ <u>4350</u>	\$ <u>4350</u>
K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
\$ <u>4350</u>	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
\$ _____	\$ _____				
12 <sup>th</sup>	Other				

2. What is the educational cost per student? \$ 4177  
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ 3315
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 23%
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 29%

**GRADE K****Test: Stanford Achievement Test, Form S****Edition: Third for 1997-1998, Fourth for all other years****Publisher: Harcourt Brace****Scores reported as National Individual PR-S of Mean**

<b>Year</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>	<b>1997-1998</b>
<b>Number Tested</b>	15	16	23	23	21
<b>Percent Tested</b>	100	100	100	100	100
<b>Total Reading Score</b>	95-8	98-9	98-9	97-9	97-9
<b>Total Math Score</b>	92-8	92-8	93-8	91-8	95-8

**GRADE 1****Test: Stanford Achievement Test, Form S****Edition: Eighth for 1997-1998, Ninth for all other years****Publisher: Harcourt Brace****Scores reported as National Individual PR-S of Mean**

<b>Year</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>	<b>1997-1998</b>
<b>Number Tested</b>	17	21	22	18	19
<b>Percent Tested</b>	100	100	100	100	100
<b>Total Reading Score</b>	88-7	92-8	77-7	88-7	87-7
<b>Total Math Score</b>	85-7	81-7	72-6	83-7	67-6

**GRADE 2****Test: Stanford Achievement Test, Form S****Edition: Eighth for 1997-1998, Ninth for all other years****Publisher: Harcourt Brace****Scores reported as National Individual PR-S of Mean**

<b>Year</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>	<b>1997-1998</b>
<b>Number Tested</b>	20	20	16	18	22
<b>Percent Tested</b>	100	100	100	100	100
<b>Total Reading Score</b>	81-7	79-7	87-7	75-6	85-7
<b>Total Math Score</b>	76-6	80-7	86-7	74-6	74-6

<b>GRADE 3</b>					
<b>Test: Stanford Achievement Test, Form S</b>					
<b>Edition: Eighth for 1997-1998, Ninth for all other years</b>					
<b>Publisher: Harcourt Brace</b>					
<b>Scores reported as National Individual PR-S of Mean</b>					
<b>Year</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>	<b>1997-1998</b>
<b>Number Tested</b>	18	11	15	22	14
<b>Percent Tested</b>	100	100	100	100	100
<b>Total Reading Score</b>	79-7	81-7	78-7	80-7	82-7
<b>Total Math Score</b>	53-5	90-8	77-7	81-7	71-6

<b>GRADE 4</b>					
<b>Test: Stanford Achievement Test, Form S</b>					
<b>Edition: Eighth for 1997-1998, Ninth for all other years</b>					
<b>Publisher: Harcourt Brace</b>					
<b>Scores reported as National Individual PR-S of Mean</b>					
<b>Year</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>	<b>1997-1998</b>
<b>Number Tested</b>	14	12	22	12	8
<b>Percent Tested</b>	100	100	100	100	100
<b>Total Reading Score</b>	81-7	63-6	87-7	77-7	91-8
<b>Total Math Score</b>	78-7	66-6	71-6	70-6	85-7

<b>GRADE 5</b>					
<b>Test: Stanford Achievement Test, Form S</b>					
<b>Edition: Eighth for 1997-1998, Ninth for all other years</b>					
<b>Publisher: Harcourt Brace</b>					
<b>Scores reported as National Individual PR-S of Mean</b>					
<b>Year</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>	<b>1997-1998</b>
<b>Number Tested</b>	14	17	11	6	20
<b>Percent Tested</b>	100	100	100	100	100
<b>Total Reading Score</b>	77-7	88-7	75-6	86-7	70-6
<b>Total Math Score</b>	69-6	81-7	64-6	85-7	53-5

<b>GRADE 6</b>					
<b>Test: Stanford Achievement Test, Form S</b>					
<b>Edition: Eighth for 1997-1998, Ninth for all other years</b>					
<b>Publisher: Harcourt Brace</b>					
<b>Scores reported as National Individual PR-S of Mean</b>					
<b>Year</b>	<b>2001-2002</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>	<b>1997-1998</b>
<b>Number Tested</b>	<b>18</b>	<b>6</b>	<b>7</b>	<b>13</b>	<b>13</b>
<b>Percent Tested</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Total Reading Score</b>	<b>89-8</b>	<b>81-7</b>	<b>92-8</b>	<b>79-7</b>	<b>68-6</b>
<b>Total Math Score</b>	<b>80-7</b>	<b>82-7</b>	<b>91-8</b>	<b>70-6</b>	<b>73-6</b>