

**2006-2007 No Child Left Behind - Blue Ribbon Schools
Program**

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal **Mr. Don Cole – Head of School**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address **300 Fischer Avenue**
(If address is P.O. Box, also include street address)

Costa Mesa **CA** **92626-4523**
City State Zip Code+4 (9 digits total)

County **Orange** State School Code Number* **Private School – N/A**

Telephone (714) **437-1700** Fax (714) **437-7976**

Website/URL **www.marinerschristianschool.com** E-mail **tperkins@mcs-school.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 _____

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

District Name _____ Tel. () _____

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson **Ms Judy Sweeney - 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 _____

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the *No Child Left Behind – Blue Ribbon Schools Award* in the past five years.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ 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. **1+** Number of years the principal has been in her/his position at this school.
14 yrs. If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	9	5	14	7	39	36	75
K	27	39	66	8	36	35	71
1	35	33	68	9			
2	34	38	72	10			
3	36	36	72	11			
4	35	37	72	12			
5	31	35	66	Other			
6	42	28	70				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							646

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>89</u> | % White |
| <u>2</u> | % Black or African American |
| <u>4</u> | % Hispanic or Latino |
| <u>5</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	656
(5)	Total transferred students in row (3) divided by total students in row (4)	.1
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Proficient

Number of languages represented: All Students Have English as a Primary Language

Specify languages:

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

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

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

***The school operates a learning lab program that is similar to a learning resource program. Students may or may not have state assessed IEPs.**

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>26</u> Specific Learning Disability*
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

***Learning lab students would most likely qualify for SLD services under CA state guidelines.**

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>6</u>	<u> </u>
Classroom teachers	<u>28</u>	<u> </u>
Special resource teachers/specialists	<u>9</u>	<u>6</u>
Paraprofessionals	<u>7</u>	<u>4</u>
Support staff	<u>10</u>	<u>9</u>
Total number	<u>60</u>	<u>19</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	97%	97%
Daily teacher attendance	97%	97%	98%	98%	98%
Teacher turnover rate	7%	0%	4%	4%	0%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

PART III – SUMMARY

Mariners Christian School is an independent JK-8th grade institution serving Orange County, CA. Founded in 1987, MCS has grown from a small, church sponsored school, with an original enrollment of 44 students, to a stand alone elementary and middle school with 646 students. MCS serves students from throughout Orange County, with the majority drawn from the cities of Newport Beach, Irvine, Tustin, and Costa Mesa.

With accreditation from WASC and ACSI, Mariners demonstrates a continuing commitment to providing a high quality education for all students. Elementary and middle school students receive instruction from certified teachers, many of whom have earned masters degrees through the school's continuing education teacher scholarship program. In addition to the core curriculum, students receive instruction in computer technology, art, music (instrumental & vocal), performing arts, physical education, Bible, and Spanish. Students also enjoy monthly field trips and special programs sponsored by the school's active Parent/Teacher Fellowship.

Students in the upper elementary and middle school are involved in a number of activities and projects designed to foster community service, spiritual development, consideration for others, and a love of learning. All fourth through eighth grade students complete annual service projects, such as Operation Christmas Child and Love Lift Service Projects. Each fall, all eighth grade students travel to Washington D.C. and the surrounding area for a 10-day trip while the seventh grade students attend a week long retreat at the Oaks Conference Center in the hills near the Antelope Valley. Sixth grade students attend a 3-day trip to the Catalina Island science camp while all fifth grade students go to Astrocamp in Idyllwild for a 3-day astronomy/physics camp.

Mariners' students host 50 to 60 veterans each fall as part of our Veterans' Day celebration, an event that was covered on Orange County television this year. The school also sponsors a Grandparents' Day in conjunction with our spring science fair. These events, along with our County Fair and other school spirit days, are designed to foster a sense of community and communicate the school's commitment to its families. These also align with the school's mission to build a firm foundation through Christ-centered education. Students are also engaged in annual every student learning requirements, or ESLRs. The ESLR for this year is "serve," so the service projects and events described here help to reinforce the importance of service.

Mariners' low teacher and student turnover rates may be attributed to a number of best practices adopted by the school's board and administration. Staff compensation is competitive with other local schools and includes additional benefits, such as full health coverage, a matching retirement plan, tuition discounts, bonuses, and fully equipped classrooms. Curriculum is evaluated on a regular basis, with full reviews and improvements made in all areas every 3-5 years. Tuition is kept at or below the level of comparative schools and roughly 25% of all enrolled students receive some form of financial assistance.

As a leading private institution in this area, Mariners enjoys a positive reputation in the community and students graduating from this program have many educational options because of the strong academic foundation provided by this school.

PART IV – INDICATORS OF ACADEMIC SUCCESS – ASSESSMENT RESULTS

Each spring, first through eighth grade students at MCS complete the Stanford Achievement Test – 10th Edition as part of the school’s yearly assessment program. At each grade level, Mariners’ students consistently earn scores that are significantly above average when compared with the test’s national normative sample. This holds true for both math and reading across all assessed grade levels. This past spring, MCS grade level scores in reading ranged from the 73rd percentile in second grade to the 82nd percentile in fifth and eighth grade. Similarly, grade level math scores ranged from the 77th percentile in fourth grade to the 89th percentile in first grade.

Using data published by the Council for American Private Education (CAPE), Mariners’ students performed very well when compared with peers nationwide. In reading, five out of eight assessed grade levels (first, second, third, seventh, and eighth) scored at or above the 90th school percentile indicating that students in these grade levels were in the top 10% of the nation’s schools. While their reading scores were not in the top 10%, students in the fourth, fifth, and sixth grades still obtained scores within one to three points of the 90th school percentile scores. In sum, these results indicate school reading scores well within the top ranks of schools nationwide.

Math assessment results were even more impressive. When compared with the CAPE data, seven out of eight assessed grade levels scored at or above the 90th percentile when compared with other schools. As with reading, the one grade level that did not meet this standard (fourth grade) was still within two points of the 90th percentile. For anyone interested in the school, these scores would provide strong evidence of overall academic performance within the top 10% of schools.

It is important to understand that use of a valid assessment instrument, such as the SAT-10, provides results that are a reflection of the daily instructional practices of the school. Tests provide a snapshot of student performance on a handful of instructional days, but test results are closely connected to the school’s ability to properly prepare its students. High test scores at MCS are a reflection of well-trained and committed teachers, strong curricula, appropriate minutes of daily instruction, support from home, and a culture of success within the student body. These scores are an unbiased outcome and a way for the school to compare its program with other schools. Viewed objectively, these results reflect favorably upon the students and staff at Mariners Christian School.

PART IV CONTINUED – USING ASSESSMENT RESULTS

Mariners Christian School uses a variety of assessments to evaluate program outcomes and for educational planning. The broadest standard measure is the use of the SAT-10 each spring. For program purposes, grade level and class results are compared to results from previous years to check for cohort effects, positive or negative trends, and discrepancies between subject areas. In cases where one or more of these traits are present, administrators and teachers more closely examine results to reach probable reasons for significant differences. In addition, one of the school’s board members holds a doctorate in statistical analysis and serves as a volunteer consultant for the evaluation of test data.

To complement standardized assessment, school administration has initiated two further assessments of school and student performance. First, the school conducts a comprehensive parental survey at the end of each school year, eliciting feedback on everything from school culture to academic concerns. A subset of alumni and graduating students are also surveyed in an effort to ascertain program strengths and weaknesses. Second, the school has initiated twice-yearly benchmark testing using curriculum based assessments of student performance in math, reading, and grammar. These assessments are administered in grades three through eight and align with California State Performance Standards. These allow school personnel to assess

student progress within the school year and provide a broad indicator of the percentage of students who meet or exceed acceptable state standards.

In first and second grade, parent volunteers have been trained to administer weekly verbal math and sight word assessments, along with some spelling and Bible memory verse recall. These are administered one-on-one with immediate feedback for students and weekly summaries for teachers. In total, Mariners Christian has made a commitment to a comprehensive assessment program to ensure a strong educational program and well prepared students.

PART IV CONTINUED – COMMUNICATING ASSESSMENT RESULTS

Mariners Christian is committed to providing regular, clear communications to our families and school community, including the communication of assessment results. The majority of weekly communications are made through RenWeb, the school's electronic communication system. Beginning the fourth week of each trimester, parents receive a weekly progress report that provides up to date measures of student performance in each subject area. Teachers also record student grades on-line so that parents may check for assignment scores on a regular basis. At the end of the first trimester, teachers hold conferences with each student's parents, a process that is similar to most other schools. Students are given regular feedback through daily interactions with teachers and through the use of class webpages on RenWeb.

Standardized and informal assessment (i.e., benchmarks) results are communicated through RenWeb and through individual conferences, when necessary. The school provides parents with testing guides prior to SAT-10 testing and with a summary of individual and school results near the end of the school year. Results of benchmark assessments are communicated at the same time. As for parent survey results, these are provided to parents at back to school night with feedback on ways the school has addressed areas of concern. This information is also covered in a Power Point slide show presented by the head of school.

Each August, the school produces a four page annual report that is then distributed to all current and former families. This includes assessment information, summaries of major initiatives from the previous year, financial data, and plans for the coming year. In short, it is a report card for the school. Much of this information is also contained on the school's website to help inform the general community. Finally, Mariners regularly provides this information to accreditation oversight councils through WASC and ACSI as a part of our continuing accreditation.

PART IV CONTINUED – SHARING SUCCESS

The staff members of Mariners Christian are blessed to work at this great school and are more than willing to share successes with other schools. Most staff members have worked in schools other than MCS and maintain ties with those others schools. Staff members view themselves as part of the educational community and share curriculum developments, staff development ideas, and helpful ways of running a successful school. On many occasions, the school has hosted seminars and workshops for other area schools. The head of school is often called on to speak to educational groups and regularly uses experiences from our school as examples of successful practices. Staff members also speak to young mothers' groups at a number of local churches, covering educational topics for those with toddlers and young children.

The administrative staff members of MCS seek to forge good relations with other area private and public schools. Office personnel regularly interact with area preschools to inform them of school accomplishments and to encourage parents to enroll in the school's kindergarten. School personnel also invite area high school counselors to the campus so they can see what MCS students are learning. By making sure students are well prepared, these same high schools are happy to take MCS students, probably the greatest single indicator of school success.

As a private school, fundraising and development are key aspects of the school. MCS development personnel have been glad to share good fundraising ideas and successes with other schools, often inviting key individuals to school events so that they may be replicated by them. The school's spring auction is generally a huge success and many development officers and heads of other schools have attended as guests so that they may create successful programs. Those here believe that generosity and a willingness to serve others should be hallmarks of any good school and this spirit is demonstrated daily.

PART V – CURRICULUM & INSTRUCTION: CURRICULUM

Mariners Christian offers a comprehensive curriculum with daily instruction in mathematics, reading/literature, grammar/writing, social studies, science, and Bible. In addition, all 2nd through 8th grade students take computer technology, art, physical education, music, and Spanish language courses. In 6th through 8th grade, Spanish is part of the core curriculum and is a graded subject taught daily. Middle school students also take a variety of electives, including dramatic arts, instrumental music, choir, apologetics, debate, yearbook, and student government, among others.

In mathematics, the school uses a multimodal approach, with an emphasis on hands-on learning and the use of manipulative materials in early grades. All teachers are trained in interactive learning approaches that help to ensure student success. Mathematics is also integrated with the school's technology program. Beginning in fifth grade, students are given the opportunity to take different math courses based on individual ability and past performance. Thus, middle school students are given instruction commensurate with ability. As in all core academic areas, a curriculum committee, with members drawn from the school's teachers, regularly reviews the math program and serves as an advisory body for the school's administration.

The language arts program at MCS integrates reading, writing, and grammar in a way that creates easy transitions from year to year. K-5 students use the Open Court Reading and Writing Program and become familiar with the language and requirements of these materials from the time they enter school. This program is supported by the use of novel studies beginning in 5th grade and continuing through middle school. Middle school students also take daily writing and grammar classes, as well as elective courses that support the language arts. The school's on-site library and summer reading program also help to bolster classroom instruction.

Social Studies are taught in line with the standards, scope, and sequence recommended by the State of California. In addition to classroom instruction, teachers use field trips, speakers, and other special programs. All fourth grade students attend a 2-day trip to Sacramento as part of their study of state history, while all 8th grade students spend 10 days in Washington, D.C. and the surrounding area. As for science, classroom instruction is supplemented in a similar fashion. All 5th and 6th grade students attend 3-day science camps to learn about astronomy, chemistry, physics, and biology. The school has two fully equipped science labs and these are used by all 4th through 8th grade students for daily hands-on instruction. Standardized assessments and accreditation reviews have shown performance that is consistently above average in social studies and science.

Art is taught in all grade levels and follows a curriculum established to foster an appreciation of art along with the learning of techniques. Students learn art history while engaged in projects that reflect the style of various artists and schools. Many projects involve integration with classroom instruction and are tied to other subjects, such as geography or history, which are covered simultaneously. All finished projects include an attached explanation card so that parents may know what is being covered in class and may review this information with students.

The school's Spanish program is designed to create an interest in a foreign language and to help students acquire the necessary skills to take advanced courses upon entering high school.

At the primary level, students are exposed through the use of stories, songs, skits, and memorization of basic vocabulary. Upper elementary and middle school students engage in lessons that emphasize listening, speaking, and writing skills. Upon graduation, 75% of Mariners Students are able to enroll in Spanish II courses as high school freshmen.

PART V CONTINUED – READING

Mariners Christian School uses The Open Court Reading and Writing Program as the primary curriculum for K-5 reading. This program was selected after our reading curriculum committee completed an extensive review of available reading programs. Open Court was chosen for a number of reasons including research demonstrating its effectiveness, the emphasis on the development of phonics and fluency along with reading for meaning, engaging materials at all grade levels, and the ability to create a more seamless reading program from kindergarten through fifth grade. The decision to use Open Court has been supported by student performance on formal and informal assessments over the past several school years.

For language arts, the MCS instructional program policy sets standard minimums of 300 instructional minutes per week in kindergarten and 550 minutes per week in first through fifth grade. In order to meet this standard, teachers must use an integrated approach to teaching language arts. Thus, writing, spelling, and grammar assignments are tied to the core reading unit in each classroom. The teachers are able to foster reading fluency through the use of guided reading, phonics lessons drawn from these classroom lessons, and the creation of greater sight word recognition through daily instruction in reading lessons that build on previously mastered material. Concurrently, the students are taught to read for meaning through the use of pre-reading exercises, making predictions, and the recognition of context clues within each story. In sum, this approach to reading helps students to develop skills that may be generalized to all academic areas.

K-5 students are also engaged in reading support programs that aid overall student performance. All classes attend a library session once per week and students are involved in “Rad Reader,” a competitive program designed to encourage daily sustained silent reading and reading outside school hours. In first through fifth grade, all students complete at least one novel study per school year. In primary grades, this is a teacher guided unit with cooperative activities and segmented assignments. Upper elementary students complete book reports and assignments based on class discussions, as well as independent reading. For students with weaker reading skills, the school offers small group assistance, as well as one-on-one tutoring.

PART V CONTINUED – ENGLISH

All middle school students use textbooks from the English Workshop and the Sadlier-Oxford Vocabulary Workshop. These are supplemented with independent grammar lessons drawn from Easy Grammar Plus and Daily Grams. Students also complete novel units as part of the year’s instruction, allowing for the integration of reading and writing skills. In addition, Students engage in journal writing and other creative writing activities.

The school seeks to strike a balance between teaching good mechanics and allowing students the freedom to express themselves in their writing. Students learn proper writing mechanics through traditional grammar instruction, but they are given the opportunity to communicate creatively through story assignments, oral and written reports, and writing applications in other subjects. For example, much of each student’s graded work in history and apologetics is based on the ability to communicate clearly. Students are also responsible for creating the text for each yearbook and other student publications.

By maintaining a fully staffed middle school with eight subject periods per day, MCS is able to accommodate students by offering courses that effectively meet each student’s needs. Three of the school’s middle school teachers are full-time English/Literature instructors and all

work to develop each student's skills. Close work between teachers, students, and parents helps to ensure student success.

PART V CONTINUED – ADDITIONAL CURRICULUM AREA

As a private Christian school, the curriculum at MCS includes the teaching of the Bible as part of daily instruction. In the elementary grades, this instruction is centered on the teaching of principles through Bible stories, songs, and daily devotions. This provides students with the foundation necessary to effectively enter the school's middle school Bible course in apologetics.

All 6th through 8th grade students are involved in a twice weekly apologetics course designed to improve their critical thinking skills with regard to the tenets of Christianity. It is the belief of MCS that many middle school students are ill-prepared to defend their faith once they leave the "safe harbor" of the Christian school. Staff members at MCS want students to critically evaluate arguments and opinions based on an application of reason, not blind faith. In preparing students to challenge opinions, students are equipped to effectively differentiate between strong and weak arguments and to come to reasoned conclusions as to why they hold certain beliefs. Teachers show students how to respectfully disagree with others and to defend a position without resorting to bullying.

In addition, students are given the opportunity to take electives in communications. This allows them to apply skills learned in apologetics to non-religious topics. It also allows them to generalize methods of evaluating opinions on a wide variety of topics.

PART V CONTINUED – INSTRUCTIONAL METHODS

As with most private schools, Mariners Christian strives to maintain low student:teacher ratios in an effort to maximize individualized instruction and feedback. To this end, primary classrooms are kept to a maximum of 24 students. The school also employs full time teaching assistants in kindergarten and first grade. Teachers utilize a number of instructional techniques including small group instruction, use of centers, use of learning partners, and interactive teaching. As part of the school's comprehensive technology initiative, ten classrooms were equipped with audio visual projector systems allowing the teachers to project instructional DVDs and websites onto the classroom screen. This allows for the use of interactive maps, graphics, and activities to help illustrate key concepts.

Outside of the home classroom, the students receive special area instruction on a variety of topics from individuals with training specific to a particular discipline. This is true for art, Spanish, computer technology, performing arts, choral music, band, and strings. Students are learning from certified staff members throughout the day, regardless of subject. For students with learning difficulties, the school sponsors a learning lab with small group and/or individualized instruction in math, reading, and writing. This allows the school to keep 25-30 students enrolled that would have to leave the school if such services were not available.

PART V CONTINUED – PROFESSIONAL DEVELOPMENT

As a school with WASC and ACSI accreditation, Mariners Christian continues to demonstrate a commitment to academic excellence. The school requires all teachers to hold a current teaching certification and provides professional development opportunities to this end. As with most schools, MCS offers staff inservice days and workshops throughout the school year to allow for the accumulation of renewal credits. Each fall, the school pays for all teachers to attend the ACSI regional conference in Anaheim. The school also reimburses teachers for continuing education units completed at this and other conferences.

Beginning in 2000, MCS established an endowment for the primary purpose of funding

continuing education for staff members. To date, this program has paid tuition and materials expenses for eight teachers, four of whom subsequently completed masters programs. An additional three teachers are currently completing masters programs and will use these skills to improve classroom instruction. Finally, MCS uses a good percentage of yearly No Child Left Behind funds to pay for staff training.

The net result of this commitment to staff development has been a positive impact on classroom instruction and the preparation of students. MCS is able to confidently reassure parents about the school's educational quality based on the qualifications of its teachers. MCS is also able to effectively evaluate its program based on the fact that staff members are being trained in the latest and most effective teaching techniques.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables. Delete if not used.

1. Private school association(s): **Association of Christian Schools International (ACSI)** _____
 (Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes **X** No _____

3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>6,524</u>	\$ <u>6,648</u>	\$ <u>6,648</u>	\$ <u>6,648</u>	\$ <u>6,648</u>	\$ <u>6,648</u>
K	1 st	2 nd	3 rd	4 th	5 th
\$ <u>7,212</u>	\$ <u>7,212</u>	\$ <u>7,212</u>	\$ _____	\$ _____	\$ _____
6 th	7 th	8 th	9 th	10 th	11 th
\$ _____	\$ _____				
12 th	Other				

4. What is the educational cost per student? \$ 7,745
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 407

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 25 %

**DATA DISPLAY TABLES FOR READING AND MATH
SAT-9 AND SAT-10***

**SAT-9 scores are reported for 2002/03 and 2003/04. SAT-10 scores are reported for 2004/05 and 2005/06.*

ALL SCORES ARE REPORTED HERE AS NATIONAL PERCENTILE RANKS.

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
FIRST GRADE SCORES				
Total Reading - NPR	81	81	79	85
Total Math - NPR	89	86	84	80
Number of Students Tested	70	72	72	72
Percent of Total Students Tested	100%	100%	100%	100%
Number of Students Alternatively Tested	0%	0%	0%	0%
Percent of Students Alternatively Tested	0%	0%	0%	0%

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SECOND GRADE SCORES				
Total Reading	73	76	73	79
Total Math	80	77	75	79
Number of Students Tested	72	74	71	72
Percent of Total Students Tested	100%	100%	100%	100%
Number of Students Alternatively Tested	0%	0%	0%	0%
Percent of Students Alternatively Tested	0%	0%	0%	0%

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
THIRD GRADE SCORES				
Total Reading	79	77	82	78
Total Math	82	81	85	82
Number of Students Tested	72	71	72	72
Percent of Total Students Tested	100%	100%	100%	100%
Number of Students Alternatively Tested	0%	0%	0%	0%
Percent of Students Alternatively Tested	0%	0%	0%	0%

**DATA DISPLAY TABLES FOR READING AND MATH
SAT-9 AND SAT-10 – CONTINUED**

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
FOURTH GRADE SCORES				
Total Reading	78	83	80	83
Total Math	77	80	77	81
Number of Students Tested	71	72	72	75
Percent of Total Students Tested	100%	100%	100%	100%
Number of Students Alternatively Tested	0%	0%	0%	0%
Percent of Students Alternatively Tested	0%	0%	0%	0%

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
FIFTH GRADE SCORES				
Total Reading	82	77	81	81
Total Math	87	81	82	86
Number of Students Tested	70	75	74	70
Percent of Total Students Tested	100%	100%	100%	100%
Number of Students Alternatively Tested	0%	0%	0%	0%
Percent of Students Alternatively Tested	0%	0%	0%	0%

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SIXTH GRADE SCORES				
Total Reading	77	85	83	80
Total Math	78	83	81	74
Number of Students Tested	75	71	75	75
Percent of Total Students Tested	100%	100%	100%	100%
Number of Students Alternatively Tested	0%	0%	0%	0%
Percent of Students Alternatively Tested	0%	0%	0%	0%

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
SEVENTH GRADE SCORES				
Total Reading	77	83	76	83
Total Math	82	83	72	80
Number of Students Tested	73	69	69	69
Percent of Total Students Tested	100%	100%	100%	100%
Number of Students Alternatively Tested	0%	0%	0%	0%
Percent of Students Alternatively Tested	0%	0%	0%	0%

**DATA DISPLAY TABLES FOR READING AND MATH
SAT-9 AND SAT-10 – CONTINUED**

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April
EIGHTH GRADE SCORES				
Total Reading	82	73	86	78
Total Math	82	69	80	76
Number of Students Tested	66	61	65	63
Percent of Total Students Tested	100%	100%	100%	100%
Number of Students Alternatively Tested	0%	0%	0%	0%
Percent of Students Alternatively Tested	0%	0%	0%	0%