

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Luke Butler

Official School Name: Colorado Springs Christian Middle School

School Mailing Address:
4845 Mallow Road
Colorado Springs, CO 80907-4422

County: El Paso State School Code Number*: N/A

Telephone: (719) 535-8968 Fax: (719) 268-2122

Web site/URL: www.cscslions.org E-mail: luke.butler@cscslions.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Roland DeRenzo

District Name: Colorado Springs Christian Schools Tel: (719) 599-3553

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Steve Everson

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. 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)

Does not apply to private schools

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. 3 Number of years the principal has been in her/his position 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			0	6	35	35	70
K			0	7	36	26	62
1			0	8	36	40	76
2			0	9			0
3			0	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							208

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
6 % Asian
3 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
83 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

This rate is 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.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1.	236
(5)	Total transferred students in row (3) divided by total students in row (4).	0.064
(6)	Amount in row (5) multiplied by 100.	6.356

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 4

Number of languages represented: 1

Specify languages:

Korean

9. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 23

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 free and reduced-price school meals 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: 12 %

Total Number of Students Served: 26

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>12</u>	<u>9</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>2</u>	<u>4</u>
Total number	<u>18</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 14 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	95%	98%	94%	95%
Daily teacher attendance	98%	97%	97%	96%	97%
Teacher turnover rate	0%	4%	23%	8%	19%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Due to the small size of our staff, the teacher turnover rate percentage seems large in certain years, but the majority of our core subject teachers remain constant.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	0	%

PART III - SUMMARY

In 1971, Colorado Springs Christian Middle School (CSCMS) was established. The school's mission is to provide an excellent education from a Christ-centered, biblical perspective for life-long service. The middle school is part of Colorado Springs Christian Schools, now the largest Christian system in Colorado, serving 984 students from kindergarten through grade twelve on four campuses. An independent, non-denominational school, CSCMS is accredited by the Association of Christian Schools International (ACSI) and the North Central Association Commission on Accreditation and School Improvement (NCA CASI). Building on its thirty-nine-year legacy, CSCS offers students a well-rounded education – from a comprehensive academic program to a full complement of co-curricular opportunities. Most significantly, Christian character-building is emphasized through a biblically integrated curriculum along with daily Bible courses and weekly chapel services.

One of the strengths as a private school is CSCMS's capability to place students in mathematics classes and language arts classes that match their abilities. For mathematics four different levels are offered from sixth grade math to algebra, but since we are physically connected with Colorado Springs Christian High School (CSCHS), students can actually take high school mathematics courses if they qualify. In addition, students have options of regular or honors English classes with the newly added English lab for sixth, seventh, and eighth graders. For the last several years, CSCMS students have scored on the SAT-10 test in the top ten percent nationally in both mathematics and language arts. These results are achieved not only through the strength of the overall program but also through the strong collaboration between students, teachers and parents. The staff is committed to early communication with parents and intervention with struggling students when needed. Furthermore, CSCMS professional staff employs teaching methods that motivate students and are appropriate for different learning styles. Subsequently, CSCMS has established a program to fund continuing education for the staff to ensure that best practices are the norm in all classrooms. The school has an effective student services department which addresses the needs of students exhibiting a variety of learning challenges. Additionally, the international student body has grown considerably, so now an ELL program supports students in core classes and instructs students in English.

At CSCMS, because of the current emphasis on technology, students frequently utilize several media center areas, including classrooms and a mobile laptop cart, for a total of over 100 computers. Because CSCMS is committed not only to education but also to the integration of technology, the school recently developed online instruction school days using open source Moodle software. Even when Colorado weather dictates that students stay at home, teachers instruct online using a variety of methods from interactive student polls to threaded discussions and activities using higher level thinking skills. CSCMS is dedicated to student success in regards to the curriculum regardless of the weather outside.

Along with a strong academic program, young people are encouraged to explore the fine arts and athletics, and to develop strong character and values with the focus on meaningful, lifelong service. The fine arts include visual and computer graphic arts as well as drama productions and instrumental and vocal music. Three bands and two choirs make up the middle school music program. In athletics, students have a chance to participate in a wide variety of sports such as cross-country, volleyball, soccer, football, basketball, wrestling and track. CSCMS participates in two athletic leagues involving competition with area schools, both private and public. At CSCMS students are working toward becoming excellent students. The program here is designed with the student in mind and is aimed at equipping students toward becoming valued and contributing members of the community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

CSCMS administers the Stanford Achievement Test 10 each spring to all three grade levels. The SAT 10 is the standardized test of choice of many private and Christian schools and is administered to many of the schools within the Association of Christian Schools International (ACSI). It is a nationally-normed series of tests which measure aptitude in reading, language, mathematics, listening, social studies and science. The SAT 10 supplies CSCMS with raw scores, scaled scores, national percentile, national stanine and grade equivalents for all tested students. These scores aid in relative comparisons between our students as well as between CSCMS students and those taking the tests nationally. The scores are also helpful in identifying trends from grade level to grade level and trends over time within the same group of students as they advance in grade levels.

CSCMS has made it the practice to have every student, including those receiving additional educational services, take all of the SAT subtests that are offered. The only accommodation to any of these special needs students has been that of additional time. Otherwise, our scores reflect 100% of our enrolled students.

Over the last five years, CSCMS students have consistently performed near or above the 90th percentile in both the reading and math subtests. Eighth grade students have averaged 711 in reading and 721 in math on the mean scaled score. For students in seventh grade, they have achieved a mean scaled score average of 700 in reading and 708 in math. Sixth grade students scored 697 in reading and 692 in math on average over the period 2003-2009. In an analysis of each grade level over the five-year period, the sixth grade scores showed steady upward progress in math with the exception of 2008, while in reading, a slight downward trend was reversed in 2007. All mean scaled averages remained above the 90th percentile for both subtests for all five years of the sixth grade score reporting. In the seventh grade, variations from year to year were much smaller, with the averages trending upward in both math and reading over the last three years. For eighth grade, the mean scaled scores fluctuated 10 points or less over the five-year period. Again, all three grade levels averaged near or over the 90th percentile for the period from 2003 through 2008.

When tracking each class as the students moved from sixth to eighth grade, mean scaled scores increased every year in every class in both subtests. Sixth grade students entering the CSCS Middle School program are introduced to a rigorous academic program designed to foster more abstract and critical thinking. The success of the sixth grade program in initiating these students into a more demanding curriculum is validated by their mean scaled scores over these last five years. The fact that the mean scaled scores increased in every year for both subtests as students progress in grade also testifies to the efficacy of the CSCMS curriculum and instruction process.

Notably, although a certain percentage of CSCMS students require academic assistance and CSCMS does not limit admissions only to advanced students, the overall averages on these nationally-normed tests remains near or above the 90th percentile. Individual attention to struggling students and a commitment to varied and differentiated learning within the classrooms allows students of varied aptitudes to continue to achieve at a high level.

2. Using Assessment Results:

CSCMS administers the SAT 10 test yearly and uses the data in various ways to improve instructional practices. First, the administration employs test results to gain an overall perspective on student achievement and the effectiveness of the school's curricular choices. From year to year, the administration, along with subject-area teachers, views trends and notes areas of strength and weakness when assessing curricular needs

and in suggesting possible changes. During the yearly process of curriculum review, test data is employed as one of several measures indicating a need for improvement or change. Additionally, each teacher is given test data at the end of the school year and is asked to analyze and comment on the data as it relates to their courses and their instruction. This reflection allows teachers to see trends in student learning, both in terms of improvement as well as in areas needing attention. For example, the sixth grade team decided that, after looking at the test data for the 2007-2008 school year, they needed to place more emphasis on spelling and on reading across the curriculum.

Test data also affects instruction in terms of student placement into the appropriate level of math and language arts classes. Along with grades and teacher recommendations, the SAT scores help to predict a student's readiness for the next level math or English course. Over the years, CSCMS has set certain benchmarks for student achievement using grades and test scores and has found these benchmarks to be fairly accurate predictors of student success.

Finally, the staff at CSCMS regularly assesses individual student needs according, in part, to test scores. For example, students who show a falling trend in an area over time are monitored for learning differences by our Student Services department. Learning differences often show up during the middle school years, and the test scores provide a piece of the puzzle in identifying any issues that may arise.

3. Communicating Assessment Results:

CSCMS communicates test data to its constituents in several ways. First, each individual student and his/her parent/guardian receive the complete standardized test score report with the final report card of the year. Included in the student's score report are detailed explanations that allow the parent/guardian to interpret and measure the student's test results. Students, along with their parents, are provided with standardized test scores, graded report cards, on-line access to grades updated weekly, annual parent-teacher conferences, as well as frequent informal student progress reports in the form of email, phone, or in-person parent communication. Though CSCMS places some importance on standardized tests, emphasis is on a full-orbed analysis of student achievement which takes into account all the aforementioned measurement tools (report cards, behavior, progress throughout the year, etc.).

CSCMS also prepares an annual report for the School Board which includes, among other data, standardized test results. The Board utilizes these scores, along with other indicators, to assess the school's effectiveness as compared to other schools in the region and nation. The test scores are part of a broader analysis of student performance, which also includes school-based assessments tied to school-wide objectives and ends.

Finally, CSCMS provides school-wide standardized test results to constituents and prospective constituents in published admissions materials. Generally, the materials will include CSCMS scores in both reading and math. Also included are the national scores reflecting the 90th percentile. These materials explain that CSCMS students score consistently in or above the 90th percentile nationally on the SAT 10.

4. Sharing Success:

In several ways CSCMS shares success with other schools. First, as a fully accredited member of the Association of Christian Schools International (ACSI), CSCMS seeks to enhance and to be enhanced by fellow member schools. For example, during regional quarterly administrator meetings, the CSCMS staff has offered presentations concerning the use of assessment in not only measuring student achievement, but also in shaping curriculum and instruction. Staff members frequently lead workshops at the annual ACSI convention and also have informal, collegial working relationships with many area ACSI schools.

Another way to share success as a school is by allowing multiple observations each year by student teachers from local universities and several out-of-state colleges as well. Frequently, the administration will be

contacted by a student teacher asking to fulfill required observation hours in CSCMS classrooms. After proper background checks and formal interviews, these student teachers are admitted into one of the classrooms in order to observe and to gain from the insight of classroom teachers.

Presently, the Associate Superintendent serves on the regional accreditation council of ACSI and advises member schools in various school improvement plans, including the use of assessments and test scores to improve student learning. Her ongoing relationships with schools in Bolivia, Taiwan, Korea, and around the world would be enhanced with the Blue Ribbon status. CSCMS staff have also formed a partnership with a school in Resita, Romania, for the purpose of cultural exchange and mutual encouragement through staff development. In research, CSCMS has found that many schools in the third world have willing teachers who desire to develop professionally and to incorporate best classroom practices into their experience but lack the professional resources and training to make this happen. Because CSCMS places a high value on professional growth, vital information and processes could be passed along to these schools. CSCMS also expects to learn a great deal from the faculty and students of any school with which it establishes such a relationship. Being part of the Blue Ribbon community of schools would greatly enhance its position to serve these schools well.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

CSCMS curriculum centers on five core subjects. It provides a broad view of the world from a biblical perspective. Curriculum areas were developed in compliance with Colorado State and ACSI standards and are constantly reviewed by teachers, departments, and administrators in conjunction with review committees. Overall, CSCMS is on a seven-year new curriculum adoption cycle. Within that cycle, each curriculum area, maintained by teachers and reviewed quarterly by department heads, has a course map that outlines student objectives, methods, resources, and assessments along with technological and biblical integration.

Core Classes: Every middle school student is required to take Bible. Since knowledge, understanding, and application of God's Word are foundational to the Christian life, biblical truths are integrated into every subject taught and daily time is set aside to concentrate on Bible study and memorization. In addition, Bible electives of Leadership and Chapel Coordination are offered as practical application of learned biblical principles. Furthermore, language arts focuses on the areas of reading, writing, grammar, literature, vocabulary and spelling. In all three grades, CSCMS offers English 6,7 and 8 along with an Honors English class at each grade level. For those students who struggle in this area, an English Lab is provided. To express their skills, all students have opportunities such as a reading reward program, community essay contests, national spelling bees, and short story contests. CSCMS students are also required to have math each year. Students move from the concrete levels of elementary math to the more abstract levels of mathematical thinking as they progress. Classes offered are Math 6, Advanced Math 6, Math 7, Pre-Algebra, and Algebra I. If a student's skills go beyond middle school offerings, he/she may take CSCS high school classes such as Geometry and Honors Algebra II. Additionally, CSCMS students study life, earth and physical sciences as they engage in hands-on experiences through frequent labs and opportunities such as the Challenger Learning Center, an interactive space education field trip. Science 6 gives an overview of all scientific areas, Science 7 focuses on the life sciences, and Science 8 delves into the physical sciences. Another core class, social studies, involves the study of human events, cultures, environments, relationships, governments and behaviors. Students often prepare for concept assessment beyond traditional tests and create projects using murals, videos, book reviews, posters, drama and music. The classes offered are World Geography for sixth graders and American History I and II, which covers from the Age of Exploration through the Civil War to present-day, for seventh and eighth graders. Eighth graders also focus on Colorado history as they look at westward expansion.

Electives: Sixth through eighth grade students have the opportunity to study a foreign language (Spanish) equipping them with language skills and cultural experiences that will prepare them to communicate effectively. The Council for American Private Education approved the program since it exceeds the requirement for seventh and eighth grades. About 19% of students take Spanish in grades seven and eight. Four percent of those students take more than seven times the required amount with having Spanish one period of 40 to 45 minutes long every day for the whole year, 36 weeks. The other 15% take more than three times the required amount by having an intense foreign language program one period of 40-45 minutes long every day for 18 weeks. Students create dramatizations, make oral presentations and take field trips to practice speaking Spanish. The Fine Arts department offers students 6th Grade Art, Art I-Art through the Ages, Art II-Creating from Creation, Art III-Advanced Middle School Art, Intermediate Band, Middle School Concert Bands, Jazz Ensemble, Sixth Grade Choir, Middle School Choir and Drama. Students are encouraged to utilize their gifts in all that they create and perform. In addition, Physical Education is offered at all levels to guide responsible fitness, sport and recreational decisions. Other electives offered are Keyboarding, Computer I, Advanced Computer Applications and Yearbook/Journalism.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

CSCMS students spend three years in language arts classes that focus on the areas of reading, writing, grammar, literature, vocabulary and spelling. At the sixth and seventh grade levels, CSCMS offers two levels of English according to student ability—English 6 or 7, and Honors English. After taking the SAT-10 test in sixth grade, seventh grade students who find reading a challenge take a reading elective for instruction in reading comprehension skills as they apply to literature and textbooks. The goal of this class is to help students become efficient, independent readers. Students will read to gain understanding as they purposely think through textual content, draw on previous knowledge to make connections, recall/retell/summarize important details and make inferences supported by evidence presented in the reading selections. Students engage in oral/silent readings, shared-inquiry discussions, guided readings, vocabulary, group activities, class presentations, comprehension tests, writing support activities and textbook reading skills. For those students who struggle in language arts, an English Lab course is offered to reinforce concepts taught in English 6 and 7.

In eighth grade two levels are offered—English 8 and Honors English. After taking the SAT-10 test and the English mastery exam in seventh grade, those eighth grade students who struggle in language arts take an English Lab 8 in conjunction with English 8 so that they are prepared for the level and pacing of high school English. Students focus on mastery of key grammar skills and vocabulary. Writing instruction emphasizes the components of well-written paragraphs. In addition, the lab teacher works closely with the English 8 teacher to provide support in all areas such as reading literature, novels, and non-fiction, and writing essays, journal entries, expository, persuasive, descriptive, and narrative paragraphs and research papers.

At all grade levels students are taught to communicate clearly, logically, and concisely in both oral and written forms along with listening and reading with understanding. Literature genres such as short stories, dramas, novels, poetry and non-fiction are studied along with literature terms. Students learn to think critically from a biblical worldview, while synthesizing both written and spoken material from a Christian perspective.

3. Additional Curriculum Area:

Since students need to be skilled users of technology in an increasingly technological world, the technology curriculum seeks to prepare CSCMS students to responsibly use the available tools wisely. Students develop an awareness of how technology does and will affect their lives, and recognize how, as world Christians, they can make biblically sound decisions with respect to this area of life. The emphasis is on application programs students can use as tools for gathering, analyzing and communicating information. In this current electronic age, it is important that students know that information is not synonymous with knowledge. It takes a set of ideas or a frame of reference to interpret information in order to attain knowledge. Therefore, in light of the CSCMS mission, it is the foundational goal of technology instruction to help students develop a Christian worldview that keeps technological knowledge and skills in the appropriate perspective.

In sixth grade Keyboarding students learn and practice correct alphabetic fingering of keys to become successful with typing skills, including increased speed and accuracy. Students also become more adept in producing documents for assignments throughout their school careers. Computer I for seventh and eighth graders helps students to become more fluent on the keyboard. Students use word processing skills needed for business letters and a variety of reports. They are introduced to Excel, PowerPoint, and Publisher. Students in Advanced Computer Applications learn to effectively communicate with more advanced computer application tools. This includes learning the Microworlds programming language and Macromedia Flash, and designing webpages using Macromedia Dreamweaver and HTML. Students create interactive spreadsheets, quizzes and puzzles. The course also includes information on hardware, ethics and the Internet. For eighth graders Yearbook/Journalism teaches writing skills, layout and design, advanced computer skills, teamwork, and media literacy. The major concentration is to produce a seventy-two-page yearbook online.

4. Instructional Methods:

At CSCMS the program, courses of instruction and co-curricular activities have all been planned with the students' growth and development in mind. Subsequently, in two core curriculum areas, English and math, each student is placed according to their ability and where they will have the most success. For example, at the seventh and eighth grade levels, an honors English class is provided for high achievers. After testing in math, students are placed in the appropriate class, even if it means taking a higher level class at CSCS high school.

The staff believes God has blessed these students with many gifts, and they want to help them discover, develop, and use those gifts to their full potential. CSCMS stresses the highest excellence and proficiency in academic education with a goal of developing, within each student, mastery of all the basics of learning while establishing thinking and clear communication skills. Therefore, lessons in a variety of modes, such as visual, auditory, and kinesthetic, are implemented to reach different student learning styles.

Since teachers are committed to helping students succeed, opportunities before or after school for individual help is available with the teacher. Since CSCMS implements the RTI (Response To Intervention) model, if a learning difficulty becomes evident, resource help is available for students. The student services department works individually with students who have specific learning challenges. The resource teachers closely work with the classroom teacher to provide differentiated instruction suggestions, modifications in the classroom, individualized testing procedures, tutorial help in a specific subject, or help for a struggling student by placing him/her on a PASS (Plan for Academic Success for Students) Plan. The PASS Plan is developed for the purpose of helping coordinate the use of resources and expertise at CSCMS to address individual student needs. It is a system of developing appropriate student interventions to allow each child to be successful. The goal is for the interventions to be administered in a non-intrusive and timely manner. Taking this approach prevents the compounding of problems that could result in the need for more serious measures.

5. Professional Development:

CSCMS's committed, competent, creative, and caring faculty and staff provide a high quality education from a biblical Christian worldview with the intention of influencing the students to be Christian leaders in the world around them. Faculty members at CSCMS are selected with great care. Each is academically qualified to teach in his/her assigned teaching area and possesses or is working toward Association of Christian Schools International (ACSI) teacher certification.

Because of the high teacher commitment, CSCMS sees the value of continuing our Professional Educators Assistance Fund. Three middle school teachers are currently working to complete their master's degrees. Additionally, teachers utilize the program in order to help pay for continuing education courses that apply toward ACSI certification.

In addition, CSCMS continues to utilize opportunities offered by the local school districts in professional training and development. CSCMS has appointed an administrator to be the liaison in coordinating these programs for our staff. Teachers implement many of the strategies and activities learned through these sessions in the classroom. The school has also continued the Intel program for instructional staff. This program trains teachers to effectively use technology in the classroom to help students through online tools using higher level thinking skills. Teachers also learn how to help students create effective PowerPoints, design web sites, and produce publications.

6. School Leadership:

The Principal at CSCMS has over 15 years of teaching and administration experience in both public and Christian schools. He holds a Master's Degree in Curriculum and Instruction and has taught at both the

middle and high school levels. The Assistant Principal is currently completing her Master's Degree in Curriculum and Instruction and has 15 years of experience in teaching and administration. These two function as the CSCMS administrative team as they set vision, lead the staff, and serve as the educational leaders of the campus.

The Principal is responsible for assuring that school-wide student outcomes are assessed and reported annually. This involves working with teachers in the formation of performance assessments as well as the collection and reporting of data. The Principal takes time during regularly planned in-service days and department-level meetings to check progress on the execution and reporting of these assessments.

Both administrators teach English classes at CSCMS and are intimately involved in curricular decisions at all grade levels. Both attend weekly team meetings with grade-level teachers while also maintaining weekly scheduled lunch times with groups of students. As discipline issues arise, the two work together in training students, contacting parents, and seeking to take advantage of teachable moments. The administrators view this part of their jobs not as an add-on but as equally as important as the academic program of CSCMS. In fact, they believe that training in maturity, citizenship, and right relationships will allow the academic instruction offered at CSCMS to be well-rounded and rightfully employed as these students grow into young adults.

In addition, the Principal, as a male, tends to handle male student issues as they arise while the Assistant Principal, a female, addresses most of the female student issues. This balance allows for very effective mentoring and empathetic yet firm resolution to relational strife among the student population. Parents continually comment on this team approach to discipline and conflict resolution as a great benefit to all of the CSCMS students.

Finally, as CSCMS is part of a larger K-12 system, the Principal plays a pivotal role in bringing the elementary and high school administrators together on scheduling, personnel, and other school-wide issues and serves as an effective bridge between the programs within the school. In fact, the Principal views his position "in the middle" as the perfect place from which he can unify the educational mission of the entire K-12 program. The Principal values and cultivates his role in appropriate ways, is always a team player, and effectively supports the school as a key implementer of the school's mission and vision.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Christian
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$0</u> K	<u>\$0</u> 1st	<u>\$0</u> 2nd	<u>\$0</u> 3rd	<u>\$0</u> 4th	<u>\$0</u> 5th
<u>\$7230</u> 6th	<u>\$7230</u> 7th	<u>\$7230</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 8950 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 839
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
12 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
30 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 6 Test: Stanford Achievement Test, Intermediate 3

Edition/Publication Year: 10th/2003 Publisher: Harcourt Educational Measurement

Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	679	689	714	704	697
Number of students tested	63	71	79	77	92
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE	658	658	658	658	658
NATIONAL STANDARD DEVIATION	36	36	36	36	36

Notes:

Subject: Mathematics Grade: 7 Test: Stanford Achievement Test, Advanced 1
Edition/Publication Year: 10th/2003 Publisher: Harcourt Educational Measurement
Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	706	717	713	701	705
Number of students tested	80	91	81	96	112
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE	669	669	669	669	669
NATIONAL STANDARD DEVIATION	38	38	38	38	38

Notes:

Subject: Mathematics Grade: 8 Test: Stanford Achievement Test, Advanced 2
Edition/Publication Year: 10th /2003 Publisher: Harcourt Educational Measurement
Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	727	719	717	719	727
Number of students tested	95	85	97	111	99
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE	681	681	681	681	681
NATIONAL STANDARD DEVIATION	37	37	37	37	37

Notes:

