

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

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

Name of Principal: Mrs. Linda Rafla

Official School Name: Christian Academy of Louisville High School

School Mailing Address:  
700 S English Station Rd  
Louisville, KY 40245-3912

County: Jefferson County    State School Code Number\*: 181523

Telephone: (502) 244-3225    Fax: (502) 753-4548

Web site/URL: www.christianacademyschools.org    E-mail: lrafla@christianacademyschools.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\*: Mr. Tim Greener

District Name: Christian Academy School System    Tel: (502) 244-3225

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. Matt Chalfant

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

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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

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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. 4 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			0
K			0	7			0
1			0	8			0
2			0	9	83	85	168
3			0	10	68	86	154
4			0	11	91	75	166
5			0	12	68	88	156
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							644

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native  
2 % Asian  
2 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
92 % White  
       % 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: 0 %

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.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1.	644
(5)	Total transferred students in row (3) divided by total students in row (4).	0.006
(6)	Amount in row (5) multiplied by 100.	0.621

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 7

Number of languages represented: 2

Specify languages:

The seven LEP students speak either Korean or Chinese.

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

Total number students who qualify: 2

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: 2 %

Total Number of Students Served: 16

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>2</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</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>4</u>	<u></u>
Classroom teachers	<u>41</u>	<u>4</u>
Special resource teachers/specialists	<u>2</u>	<u></u>
Paraprofessionals	<u>0</u>	<u></u>
Support staff	<u>2</u>	<u>2</u>
Total number	<u>49</u>	<u>6</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%	98%	98%	98%	98%
Daily teacher attendance	95%	95%	95%	95%	96%
Teacher turnover rate	12%	9%	13%	5%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

At the end of the 2006-2007 school year, several teachers left CAL for the following reasons:

- Three teachers either finished or had spouses who finished seminary degrees and moved out of state.
- One teacher had a family emergency and had to quit mid-year.
- One teacher married and moved out of state.
- One teacher's contract was non-renewed because he did not pass his final certification exam.

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	147	
Enrolled in a 4-year college or university	98	%
Enrolled in a community college	2	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Christian Academy of Louisville High School (CAL) is one of nine schools that make up the Christian Academy School System, one of the largest independent Christian school districts in the country. The school, established in 1976, has grown to nearly 3,000 students and serves the greater Louisville area. The growth of the school system and its wise use of resources has produced a system influential in its community.

The mission of Christian Academy is *to develop students with hearts for God who grow as Jesus did in wisdom, in stature and in favor with God and men.*

Christian Academy's distinction is providing opportunities for its students to *develop hearts for God*. Students develop deep and authentic faith in Christ by discussing and debating issues from a variety of worldviews. They undergo a challenging curriculum that delves into Christian apologetics, solidifying why they believe what they believe.

Wisdom involves much more than acquired knowledge. As students *grow in wisdom*, they develop creative and critical thinking skills, recognizing their civic responsibilities and influence on their world. Students are offered a broad selection of courses at CAL. Providing a high level of academic rigor distinguishes CAL students from other schools and allows the school to help fulfill its mission of growing in wisdom. With over 35 AP and honors courses, CAL's college preparatory program equips its students to enter their preferred colleges. While providing a high standard of coursework, CAL programs are offered for students who are lower-performing or have diagnosed learning disabilities. Standardized test scores verify that CAL provides a challenging curriculum for all its students.

Growing students *in stature* is far more than physical growth. The goal is that students develop an awareness of integrity, distinction and reputation as they mature in all areas of their lives. An award-winning athletic department is just one of the examples of how CAL reaches this goal. CAL offers 39 high school teams that promote the athletic department's vision of *Every Athlete a Disciple*, placing it second in the state for number of athletic offerings. Over 60% of the student body participates in the athletic program. Student athletes are taught the value of honesty, respect and team work. Every year student athletes sign with collegiate programs, including Division I schools. CAL teams have won district, regional and state titles, but more importantly, CAL is noted for its sportsmanship. The athletic department started a hospitality program in 2007 through which teams influence student athletes throughout the state by providing gift bags to opposing teams. Several teams from other schools have now begun hospitality programs as well. Through experiences like these, CAL students mature to become men and women of integrity and distinction who forge a positive reputation for their school.

Providing opportunities for students to *grow in favor with God and men* is intentional at CAL. The goal is for students to work with diverse cultures both in our local community and globally. Yearly, students complete 15 hours of community service. To date, CAL's 644 students have logged nearly 30,000 hours of community service. The most impressive outcomes of service are usually seen when students take the initiative. For example, in August of 2009, the football team decided to collect coats for a local homeless shelter. What began as a simple idea grew into a school-wide effort, collecting over 1,500 coats for the needy. Additionally, last year CAL raised over \$40,000 for St. Jude's Hospital by shaving students' heads to support a classmate battling cancer. National and international mission trips are offered as well. During the past few years, students travelled across the US as well as Honduras, Russia, Mozambique, France, Germany, Ghana and India to help run medical clinics, teach English and public health, install water purification systems and work in orphanages. CAL works intentionally to prepare its students to be global influencers of culture by offering opportunities to make real-life changes to their world.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Christian Academy's comparison data is compiled from national standardized tests and Advanced Placement tests. Non-public schools may not participate in the Kentucky state testing program; therefore, CAL uses the following standardized nationally- and state-normed assessments:

- Freshman students—Stanford 10 Achievement Test
- Sophomore students—PLAN and PSAT
- Junior students—ACT, SAT and AP
- Senior students—ACT, SAT and AP

Following is a brief overview of a few of these test results and trends over the last five years. Sub-groups by ethnicity, socio-economic status, identified special needs students or limited English speaking are not compared at this time due to the fact that they do not comprise more than ten students per grade. Additionally, all students including those with diagnosed learning disabilities or modification plans are included in all reported scores.

Generally, the ACT is taken during the student's junior and/or senior year. On average 94% of our students take this test at least once. Over the last five years, there has been a 10% increase in composite scores for Math, rising from 22.4 in 2005 to a high of 24.7 in 2009. In Reading, CAL has increased 4% during this same time frame, from a 24.8 in 2005 to 26.5 in 2009.

2009 ACT comparison scores for Christian Academy of Louisville:

#### Reading

- Christian Academy of Louisville 26.5
- Kentucky 19.8
- National 21.4

#### Math

- Christian Academy of Louisville 24.7
- Kentucky 19.0
- National 21.0

All sophomore students take the PLAN and PSAT during the fall semester. Over the last three years, no significant increases or decreases in math or reading have been made. The scores have not deviated more than one point in any category.

SAT scores are reported but are not used for comparison purposes because less than 50% of our students take the test each year.

The Stanford 10 Achievement Test is given to all freshmen and incoming 8<sup>th</sup> graders during the spring semester. CAL has maintained over a twelve-point positive variance over the national average but has not had any significant changes in the reading and math scores over the last five years. The average reading score has been at the 82nd percentile over the time period with a high at the 85th percentile and a low at the 80th

percentile. The national average was at the 70th percentile. The average math score over the last five years has been at the 81st percentile with a high at the 84th percentile and a low at the 77th percentile. The national average being right at the 68th percentile. In 2006 and 2007, CAL's highest and lowest scores matched the national fluctuation.

All students taking an AP course are required to take the AP exam. In English language arts, CAL offers AP courses in Language and Composition and Literature and Composition. In math, the school offers AP Calculus AB. Over the last five years, Language and Composition test scores increased 2%; the Language and Literature scores increased 25%, and the Calculus scores remained consistent with no large fluctuations. The AP test is scored on a scale of 1-5, with most colleges granting credit for a score of 3, 4, or 5. In these three courses, 574 tests were administered over the last five years with an average score of 3.27 and 441 or 77% earning college credit. Eleven percent of students achieved a perfect score of five, and 28% earned a score of four.

## **2. Using Assessment Results:**

CAL uses assessment results to monitor strengths and weaknesses at the student level, teacher level and school level. At the student level, assessment data are used to determine if students meet the established learning expectations of content area courses. Additionally, classroom teachers and academic support teachers use assessment results as diagnostic evidence related to individual learning differences and needs for various levels of intervention. At the teacher level, assessment results are included as part of the overall set of criteria regarding teacher effectiveness. Assessment results are compared to teacher evaluation rubrics to see the relationship between results and instructional strategies employed in the classroom. At the school level, assessment results provide verification for accomplishment of the school's mission, as well as confirmation that the optimal scope and sequence of curriculum is in place.

A plan was put into place to set testing benchmarks at specific grades throughout the district. High schools test 9<sup>th</sup> graders on Stanford 10, 10<sup>th</sup> graders on PLAN and PSAT, 11<sup>th</sup> and 12<sup>th</sup> graders on ACT, SAT, and Advanced Placement course tests. Common criterion-referenced tests are used for like courses. The scores will be analyzed for long-term trends, short-term fluctuations, current curriculum changes, and future curriculum decisions.

CAL started a professional development plan incorporating intentional data analysis. To date, small interdisciplinary groups interpret collected assessment data. The groups analyze trends over the last five years and infer about fluctuations and/or how to increase gains even further. This process then shifts to department level for discussion of possible curriculum, textbook and instructional method changes. CAL is excited about this plan for data analysis because it involves all parties—teachers, principals, counselors and district curriculum directors—in a concerted effort to improve student learning and achievement.

## **3. Communicating Assessment Results:**

CAL uses multiple sources for performance data: standardized tests, formative assessments and criterion assessments. Each type of performance data is communicated differently and to assorted groups of stakeholders.

Standardized tests are used for national comparisons and normed grade-level comparisons. CAL communicates the results of both individual and school scores for the Stanford 10 Achievement, PSAT, PLAN, ACT and SAT scores to parents with a letter of explanation. ACT, SAT scores, National Merit and Commended Scholars are shared with local media and *Business First Magazine*, a local publication, every October. By comparison, CAL consistently ranks as a top school in the Louisville area. *The Centurion E-news*, read by over 1,500 parents, community members and alumni, celebrates the athletic performance of CAL students. This world-class publication gives data related to the academic honors of our athletes.

During parent and community open house events and weekly prospective family tours, CAL celebrates and promotes its academic success. A school brochure and principal presentations explain the successes of CAL's academic performance to each participant. The high school counselors publish a school profile with school data, such as the acceptance of current graduates to colleges, pertinent standardized testing scores, grading scale, scholarship awards, class awards and honors.

Formative assessments in the form of brief verbal or written responses and in-class or homework assignments take place every day in classrooms as teachers monitor the level of understanding during instruction. Formative assessment provides immediate feedback to students and academic support personnel about students' current levels of understanding and individual learning needs.

Summative or criterion reference assessments such as quizzes, tests, projects, media presentations and exams are given weekly, quarterly and at the end of semesters. On a daily basis, parents are able to view teachers' electronic grade books to monitor grades, upcoming assignments and quarterly GPA on a minute-by-minute basis.

#### 4. **Sharing Success:**

*"From everyone who has been given much, much will be demanded; and from the one who has been entrusted with much, much more will be asked." (Luke 12:48, NIV)*

Globally sharing a world-class education is of utmost importance to CAL. As one of the largest independent accredited Christian school systems in the US, CAL is influential around the world.

CAL invites local schools to attend professional development opportunities offered by the system, often at no cost to the participating schools. Whether helping to develop policy, procedures or professional development, giving away textbooks or computers, CAL's blessings overflow through its generous benevolence.

Other Christian schools throughout the US tour CAL and use it as a model in developing new schools or improving existing ones. Through accreditations by and affiliations with ACSI and AdvancED, CAL provides direct assistance to other schools, and its teachers and administrators are seen as exemplary educators at regional and national conferences as presenters.

Internationally, CAL's reputation of excellence has been a model for schools in Poland and Korea. Additionally, CAL has worked closely with Virginia Sapp School in Honduras, providing science and music equipment as well as blueprints to help build a new campus. CAL also enrolls a number of foreign-exchange and I-20 students and has initiated cooperation with a school in South Korea for Korean students to attend an English-speaking school.

Currently in the process of gaining the technology necessary, CAL will provide distance-learning experiences from its campus to home-schooled students, small schools and international schools.

The honor of Blue Ribbon status would further advance CAL as a school of excellence so that it can share its experiences with other schools in its community, nation and world. This award would inspire CAL's stakeholders in their continued support, both financial and intangible. CAL teachers and administrators would continue to educate other teachers and serve on accreditation committees, offering their expertise in school improvement.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum at CAL is based upon five pillars: quality school level conditions; research-based best practices of instruction; national content standards; differentiated student needs; and biblical worldview that teaches and supports critical thinking, ethics, and character development. The goal of the school curriculum is to equip students with the ability to think critically and live responsible, informed lives that positively affect other people and the world.

Core content areas include math, science, social studies, English language arts, and biblical and religious studies. Additionally, programs of study are offered for foreign languages, fine arts and physical education. Courses in all content areas are offered in three different achievement levels: college preparatory, honors, and Advanced Placement. Targeting the research findings reported by Robert Marzano, CAL strives to guarantee that the documented curriculum is implemented, and all students are offered equal learning opportunities. The school maintains a safe learning environment with challenging expectations accompanied by effective feedback. Best instructional practices, also supported by Marzano's research, are an integral part of daily classroom curriculum design. Learning activities involve students in comparative analysis, summarization and note-taking, as well as generation of questions and testing predictions. Lesson formats typically follow the research findings of constructivist learning that suggest students learn best when new information is connected to previously learned concepts. Teachers then guide students to organize concepts for lasting understanding. Next, students elaborate on new information by representing the concepts in multiple ways, followed by opportunities to transfer the new understanding to real life situations.

Four years of science and math are required for all high school students. The curricular goals incorporate the process standards designated by the National Council of Teachers of Mathematics by involving students in problem-solving, demonstrating reasoning and proof, using multiple modes to communicate understanding, connecting mathematical and scientific ideas in outside contexts, and representing ideas and solutions through multiple means. Teachers strive to include many of the curriculum components as designated by the National Science Education Standards and National Educational Technology Standards. Science courses guide students in learning about the history and nature of science and also guide learning about concepts and processes of science. Inquiry-based learning is an important component of instruction in the domains of physical science, life science, earth-space science and computer science as students demonstrate research and informational fluency using digital tools.

English language arts content addresses four components: grammar, vocabulary, literary analysis, writing composition. Four years of English language arts are required for all students. In alignment with the standards published jointly by National Council of Teachers of English and the International Reading Association, students are provided with opportunities, instruction, and applied practice pertaining to comprehension, evaluative and interpretive strategies with a wide range of print and non-print materials and literature from various time periods, genres, and cultures. Students communicate with varied audiences and for varied purposes through spoken, written and visual language.

Social studies courses and biblical and religious studies adhere to the ten content standards stipulated by the National Council of Social Studies. In particular, students analyze aspects of cultural diversity, individual development and identity, structures of power, relationships between technology and society, and distribution of goods and services.

Students are required to complete at least two years of a foreign language in French, Latin or Spanish. Foreign language curriculum develops proficiency in writing, speaking, listening and reading as established by the American Council on the Teaching of Foreign Languages.

In order to graduate, students must complete at least one fine art credit. For those students interested in fine arts, formal training in visual arts or performing arts is provided through course offerings in art techniques,

music theory and history, vocal and instrumental performance, percussion ensembles, conducting and theatre arts.

## 2b. (Secondary Schools) English:

(This question is for secondary schools only)

The English Department, according to state and system standards, instructs college bound students, developing them into wise, clear communicators for the 21<sup>st</sup> century in a culture of global awareness. Teachers utilize a mosaic of teaching strategies and differentiated instruction based on a cognitive blending theory: lecture, guided composition, creative writing, and meaningful reading, and individual and group multi-media presentations. Students, ranging in ability from under-developed to highly-developed reading and writing skills, benefit from course components of vocabulary, composition, rhetoric, and literature.

Vocabulary instruction is intentional, improving reading comprehension. Students receive instruction on unfamiliar vocabulary through reading selections and SAT level vocabulary workshops. The didactic intentionality of the selected curriculum builds year to year. Thus, year after year, students recognize, utilize and comment on words in current literature, indicating retention of previous years' vocabulary study.

Additionally, composition instruction is based on students' own writing and improved through meticulous edits. Student writing focuses on engaging an audience. Unified grammar, syntax, creative, and prose writing techniques are incorporated into students' best efforts or meaningful works of art. As students improve their own compositions, they begin to better understand the writing of others.

In matters of rhetoric, wise readers and writers articulate meaning clearly, identifying and utilizing rhetorical devices in all forms of communication. The study of rhetoric—tone, diction, syntax, structure—assists students in realizing meaning.

Literature instruction introduces students to a wide array of authors, genres, and literary periods. Learners make connections among literature, their lives, and/or real-world issues. Students utilize critical thinking skills to analyze literary works and explore literary elements—character, plot, setting, theme, etc. Reading comprehension is improved when students understand the universality of theme; life application; and historical, present, and future implications.

English teachers work closely with the Special Education Department for targeted interventions, as well as communicate and collaborate with other faculty and staff to ensure an environment for success. Through use of audio assisted texts and modifications (Level 2 RTI), students are offered the opportunity to achieve curriculum objectives.

## 3. Additional Curriculum Area:

CAL's mission is *to develop students with hearts for God who grow as Jesus did in wisdom, stature and in favor with God and men*. To that end, it has created the ***Christian Academy School of Fine Arts***.

Through CAL's growing and award winning fine arts programs, students have numerous opportunities to develop and share their gifts. Whether performing at a nursing home or participating in a prestigious state ensemble or competition, CAL's fine arts students are busy serving others. The time commitment of the faculty and students requires them to utilize their time and manage their workloads efficiently and prepares them for the intense level of participation that such gifts and talents require.

Advanced preparation in their area of expertise prepares students to be highly skilled in their career endeavors. CAL deliberately offers opportunities for students to participate in activities that foster a love for the arts. In fact, since 1999, approximately 68% of CAL students who took four years of art have majored in an art field in college. From those students, 82% are currently working in an art related field.

The CAL fine arts department teaches the essential skills and knowledge for students to be successful as it accomplishes its mission. Students are able to create original pieces of work in all areas of the fine arts curriculum. Whether through art courses, digital photography classes, or an extensive music theory course, students create, analyze and publish their own works on a daily basis. They also step into leadership roles by mentoring younger students through internships.

Technology plays a vital role in the 21<sup>st</sup> century world of artistic expression. CAL uses Smart Music, a digital assisted learning device, for students and teachers to track student progress. CAL is developing, along with a local production company and a large local church, a new music technology and film production curriculum that will be implemented in the 2011 school year which will allow students to make tangible and useful contributions to the fine arts industry.

#### **4. Instructional Methods:**

CAL is dedicated to meeting all students' needs regardless of learning style, ability or motivation. The goal is for all students to leave ready to continue their education and enter the work force with the skills and discipline necessary to meet and solve global issues.

CAL offers two unique programs to help students with identified learning difficulties and those who struggle academically. Learning Lab helps struggling students understand and meet basic curriculum expectations. Students meet daily with a trained special education teacher to work on difficult assignments and prepare for tests in a small group setting. A key to the success of this program is close collaboration with classroom teachers. The school's Discovery program, founded by the National Institute for Learning Differences, is intended to reach those students who have a significant learning disability. The school systematically provides training for teachers equipping them to differentiate instruction so that all students are successful.

Most members of the CAL faculty have been trained to develop instructional activities that incorporate components of the Theory of Cognitive Blending. This theory suggests that learning happens as students connect new information to personal experience and organize information to look for patterns that connect to long-term memory thus constructing new understanding.

Within the past fifteen years, CAL has implemented response to intervention (RTI). The school identifies students at risk for poor learning outcomes, monitors student progress, provides evidence-based interventions, and adjusts the intensity and nature of those interventions depending on a student's responsiveness, and identifies students with learning or other disabilities. Interventions include school-wide programming, target intervention within the classroom, and intensive individualized interventions.

Technology is a key component of teachers' instructional methods. Nearly one half of all high school teachers utilize a voice amplification system, which studies have shown to improve student comprehension and retention of auditory information. Classrooms are equipped with a variety of technology tools which allow teachers to present information from many sources and formats. The growing use of teacher weblogs (blogs) is making it easier for teachers to put more learning tools into the hands of their students.

#### **5. Professional Development:**

The professional development program of CAL is based on identified student needs, identified teacher needs, as well as content area adoption cycle as determined by the State Department of Education. The general pattern of the professional development plan is to analyze student assessment data, teacher professional development requests, teacher evaluation data and school improvement goals to determine topics for professional development. Needs are prioritized, and a three-year plan is developed. Topics, methods, or strategies are prioritized, introduced, practiced, and implemented for an entire year. Implementation success is monitored and evaluated for needed changes or adjustments the following year, as new initiatives are introduced.

Over the past five years, Curriculum Mapping, What Works in Schools, Classroom Instruction that Works, Cognitive Blending (Constructivist) Theory, and specific content area study of standards have been implemented as part of the professional development plan. These professional development programs provide methods and opportunities for teachers to analyze and improve classroom instruction and curriculum design.

Specifically, the high school math department, after mapping the course content and analyzing student data, recognized that some students were having difficulty learning particular types of math concepts. The professional development plan for those teachers included working with a math consultant who presented alternate instructional strategies that coincided with the process standards established by the National Council of Teachers of Mathematics and addressing individual student needs. Additionally, the teachers chose new

textbooks that provided support for incorporating alternate instructional methods as well as presenting content in student-friendly format. Recent assessment data, particularly ACT scores, indicate that student achievement in math is improved.

#### **6. School Leadership:**

The leadership structure at CAL can be described as collaborative. The principal acts as the instructional leader by creating an environment that allows for shared decision-making at all levels, including students, parents, teachers and district level departments. By providing opportunities for all stakeholders to communicate through discussion, survey and leadership teams, the moral owners of the school enjoy a high level of meaningful participation.

The School Improvement Team, comprised of parents, teachers, administrators and students, reviews data and sets goals for the school. Once the goal areas are set, the Department Chairpersons meet and create action plans for the school. This team also makes sure that the school functions well, answering the question “What’s best for students?” when making decisions. By fostering these teacher leaders through training, they are empowered to make data-driven decisions and changes to program and curriculum as needed. They are responsible for carrying out professional development efforts within their departments and ensuring that curriculum standards are met at all levels.

The principal ensures that budgeted funds are used efficiently to provide a safe learning environment. Every effort is made to provide teachers with necessary resources to support sound instructional practices. For example, after careful research, funds were allocated to provide voice enhancement systems for the classrooms to help improve all students’ learning. In addition, through an active PTO, funds have been raised to purchase digital projectors for all classrooms within the last three years.

Non-certified staff members work hard to promote the school’s vision and provide an environment that enhances a positive school climate. The principal and staff review procedures on a regular basis, and improvements are implemented as needed to provide efficient use of time and personnel.

The collaborative effort of all stakeholders, led by the principal, is effective in ensuring students have a rock-solid foundation so that they leave CAL with hearts for God, growing in wisdom, in stature and in favor with God and men.

## PART VI - PRIVATE SCHOOL ADDENDUM

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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>\$</u> K	<u>\$</u> 1st	<u>\$</u> 2nd	<u>\$</u> 3rd	<u>\$</u> 4th	<u>\$</u> 5th
<u>\$</u> 6th	<u>\$</u> 7th	<u>\$</u> 8th	<u>\$7400</u> 9th	<u>\$7400</u> 10th	<u>\$7400</u> 11th
<u>\$7400</u> 12th	<u>\$</u> Other				

4. What is the educational cost per student? \$ 8000 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 172
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
6 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
12 %

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 10 Test: PLAN

Edition/Publication Year: 30A/2008; 29B/2006; 29A/2006; 28B/2005; 28A/2003 Publisher: ACT

Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Average Score	21.2	20	21.1	20	20.6
Number of students tested	161	161	140	153	149
Percent of total students tested	99	99	92	94	94
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
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
<b>NATIONAL MEAN SCORE</b>	17.4	17.4	17.4	16.3	16.3
<b>NATIONAL STANDARD DEVIATION</b>	3.5	3.1	3.5	3.2	3.8

Notes:

Subject: Reading

Grade: 10 Test: PLAN

Edition/Publication Year: 30A/2008; 29B/2006; 29A/2006; 28B/2005; 28A/2003 Publisher: ACT

Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES</b>					
Average Score	20.4	19.2	20.5	20.2	20.8
Number of students tested	161	161	140	153	149
Percent of total students tested	99	99	92	94	94
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
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
<b>NATIONAL MEAN SCORE</b>	16.9	16.9	16.9	15.8	15.8
<b>NATIONAL STANDARD DEVIATION</b>	3.5	3.1	3.5	3.2	3.8

Notes:

Subject: Mathematics

Grade: 11 Test: PSAT

Edition/Publication Year: 2004, 2005, 2006, 2007, 2008 Publisher: College Board

Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	51.2	51.7	51.8	53.2	51.2
Number of students tested	161	141	166	150	148
Percent of total students tested	99	98	99	99	98
Number of students alternatively assessed	3	4	6	2	2
Percent of students alternatively assessed	2	3	4	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
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
<b>NATIONAL MEAN SCORE</b>	48.8	48.2	48.5	49.2	48.8
<b>NATIONAL STANDARD DEVIATION</b>	8.9	9.1	8.1	9.8	9.8

Notes:

Subject: Reading

Grade: 11 Test: PSAT

Edition/Publication Year: 2004, 2005, 2006, 2007, 2008 Publisher: College Board

Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES</b>					
Average Score	50.4	51.9	52.9	53.6	52
Number of students tested	161	141	166	150	148
Percent of total students tested	99	98	99	99	98
Number of students alternatively assessed	3	4	6	2	2
Percent of students alternatively assessed	2	3	4	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
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
<b>NATIONAL MEAN SCORE</b>	46.7	46.7	47.7	47.5	46.96
<b>NATIONAL STANDARD DEVIATION</b>	8.1	10	8.6	8.7	8.6

Notes:

Subject: Mathematics

Grade: 12 Test: ACT

Edition/Publication Year: For the last five years: 2006 or 2008 Publisher: ACT

Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Average Score	24.7	23.6	23.6	22.4	22.4
Number of students tested	136	161	140	137	130
Percent of total students tested	93	96	99	87	94
Number of students alternatively assessed	8	4	1	3	1
Percent of students alternatively assessed	6	2	1	2	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
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
<b>NATIONAL MEAN SCORE</b>	21	21	21	20.8	20.7
<b>NATIONAL STANDARD DEVIATION</b>	5.3	5.2	5.1		

Notes:

January was selected across the board for the testing date for the ACT because that field was required to complete the application. However, the testing dates varied for the ACT as is the nature of this test.

After several conversations with the ACT organization, National Standard Deviations could not be found for the 2005-2006 or 2004-2005 school year. Joe at CAPE said this would not be a problem.

Subject: Reading

Grade: 12 Test: ACT

Edition/Publication Year: For the last 5 years either 2006 or 2008 publication year. Publisher: ACT

Scores are reported here as: Scaled scores

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES</b>					
Average Score	26.5	24.9	25.4	24.2	24.8
Number of students tested	136	161	140	137	130
Percent of total students tested	93	96	99	87	94
Number of students alternatively assessed	8	4	1	3	1
Percent of students alternatively assessed	6	2	1	2	1
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Average Score					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
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
<b>NATIONAL MEAN SCORE</b>	21.4	21.4	21.5	21.4	21.3
<b>NATIONAL STANDARD DEVIATION</b>	6.2	6.1	6.1		

Notes:

January was selected across the board for the testing date for the ACT because that field was required to complete the application. However, the testing dates varied for the ACT as is the nature of this test.

After several conversations with the ACT organization, National Standard Deviations could not be found for the 2005-2006 or 2004-2005 school year. Joe at CAPE said this would not be a problem.



