



# PART I - ELIGIBILITY CERTIFICATION

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12PV195

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12PV195

All data are the most recent year available.

## DISTRICT

Questions 1 and 2 are for Public Schools only.

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	12	16	28
K	10	11	21		<b>7</b>	21	16	37
1	20	18	38		<b>8</b>	17	21	38
2	20	19	39		<b>9</b>	0	0	0
3	21	17	38		<b>10</b>	0	0	0
4	12	14	26		<b>11</b>	0	0	0
5	18	19	37		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								302

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
1 % Black or African American  
3 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
93 % White  
0 % 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 2010-2011 school year: 1%

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, 2010 until the end of the school year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	2
(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, 2010	302
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 0%

Total number of students served: 4

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>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>2</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>1</u>
Classroom teachers	<u>18</u>	<u>3</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>0</u>
Total number	<u>33</u>	<u>8</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: 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	97%	97%	97%	96%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	_____ <b>0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Westlake Christian School was established on a strong Christian foundation in 1995 as a ministry of Palm Harbor United Methodist Church. Beginning with eight Kindergarten students, Westlake Christian School now enrolls more than 300 students in Kindergarten through 8th grade. From its first quarters in a small church hallway, the school now occupies an 11-acre modern campus. In addition, Westlake Christian School has recently completed a full course of capital improvements and will open a new, state-of-the-art campus Science Center in 2012. Though Westlake Christian School has continued to grow during the last seventeen years, the school has never strayed from its mission, which is to *guide and inspire students to develop their God given potential, while fostering a lifelong love of learning, in a nurturing Christ-centered environment.*

Westlake Christian School utilizes the “4 R’s” to ensure that students receive an exceptional educational experience that will prepare them for both professional and personal success in their lives.

First, Westlake Christian School has established a **rigorous** academic program that challenges students to perform at a consistently high level. Westlake Christian School is accredited by the Florida Kindergarten Council (FKC) and by the Florida Council of Independent Schools (FCIS). Westlake Christian School takes pride in having an academic program that uses sound curriculum across all content areas, decision-making based upon data, and the experience of well-trained educators.

Second, Westlake Christian School contextualizes its entire educational process using a **relevant** 21st Century approach. Westlake Christian School teachers fuse the core curriculum with an emphasis on the 4C’s: Critical Thinking, Communication, Collaboration, and Creativity. By intentionally integrating these skills within the instructional program, Westlake Christian School is instilling students with the mindsets and capacities that they will need to succeed in our ever-changing global economy.

Third, the school strives to nurture its students within a **relational** environment. Westlake Christian School is mindful of its role in helping children grow into emotionally healthy, mature young adults who exhibit a respect for themselves and others. The school is aware of the correlation between positive behavior and high academic performance. Using the research from the University of Oregon regarding Positive Behavior Supports, Westlake developed an overarching set of behavioral expectations that span the community as a whole. Named “The Westlake Way,” this set of expectations is clearly defined throughout the community by an understanding of the observable behaviors needed to meet the objectives. Students are held accountable for not meeting these goals, and behavior performance is tracked through the documentation of this data. As a community, students participate in Chapel once a week where praise and worship, as well as a Bible lesson, are hallmarks of the time together. Further, in keeping with the relational environment, the staff embraces the concept of Professional Learning Communities with the ideas of ensuring all students learn, practicing a culture of collaboration, and focusing on results as ways of work.

Finally, as a Christian school, one of Westlake’s core beliefs is that students are called to contribute to society as Christian young people. In an effort to help the students develop an understanding of the pragmatic ways they can show compassion for others and evidence **responsible citizenship**, the school has developed several programs to help instill the virtues of responsibility, civic engagement, and service to others. Westlake Christian School’s most meaningful engagement comes from its service to local charities and community service agencies, as well as responding to local and regional needs.

Each year, Westlake Christian School participates and continually excels in a variety of Association of Christian Schools International (ACSI) competitions. These include: Creative Writing, Music, Art, Spelling Bee, Math Olympics, and Science Fair.

Westlake Christian School has participated in the Duke University Talent Identification Program (TIP) since 2008. Last year, 70 percent of 4th and 5th grade students and 60 percent of 7th grade students qualified for the TIP. Westlake Christian School counted six current 8th grade students (18 percent of the class) who were recognized as TIP state-level scholars last year. They join the ranks of more than thirty previous Westlake Christian School alumni, including a nationally recognized TIP scholar in 2010. In addition, every Westlake Christian School grade level met or exceeded the NCLB-Blue Ribbon School criteria in reading and math on the 2011 Stanford 10 Achievement Test.

For these reasons and others, Westlake Christian School continues to attract families dedicated to providing a rich educational experience for their children in a setting that integrates faith into their daily lives. Strong teachers and innovative instruction foster higher achievement in the classroom. A robust mixture of student activities, academic competitions, interscholastic athletics, and creative opportunities are guiding Westlake Christian School students to reach their full, well-rounded, unique potentials.

### 1. Assessment Results:

The 10th Edition of the Stanford Achievement Test (SAT) has been administered to all Westlake Christian School students since 2003. The SAT is administered in late March or early April of each year so year-to-year results reflect comparable days-in-school prior to testing.

The 2010-2011 SAT scores reflect the high academic performance that has become the norm at Westlake Christian School. All nine grade levels scored in the top 15 percent of the nation in both Reading and Mathematics and in most cases, by a significant margin. The mean scale score for Westlake Christian School students exceeded the national top 15 percent cutoff by an average of 15.8 points per grade in Reading and 18.9 points per grade in Mathematics. The mean scale score for Westlake Christian School students exceeded the national top 15 percent cutoff by more than 20 points in Reading in four grades (K, 1, 2, 8), and in Math in four grades (2, 3, 7, 8).

Using the prior BRS qualification standards of comparing the top grade in the school to a national top ten percent cutoff for Reading and Mathematics, Westlake Christian School met the criteria in each of the prior seven years (when we began evaluating performance against the BRS standards.)

Analyzing five years of data shows that Westlake Christian School student performance by grade has been highly consistent in all grades other than 5 and 6. In other grades, the standard deviation of the grade-level national percentile rank has an average standard deviation of only three percent over the five-year period of analysis. For grades 5 and 6 over the same period, the standard deviation of those grades' national percentile rank is 5.4 percent and 4.0 percent, respectively. This variance is attributed, for grade 5, to a change in faculty two years ago. For grade 6, the variance is attributed to the fact that grade 6 is an entry point for new students to the school.

### 2. Using Assessment Results:

The Westlake Christian School staff consistently uses the results from both nationally standardized assessments and the school's Instructional Assessment Plan to understand the performance of the students and to work toward continually maximizing student achievement. The main assessments administered at the school include The Stanford Achievement Test-10th Edition and Westlake Christian School's Instructional Assessment Plan.

The results from the Stanford Achievement Test are used to measure the effectiveness of the school's instruction in both state and national standards in all achievement domains, including reading, mathematics, science, social studies, and language. Together with the Assistant Principal, teachers review the results from their classroom, noting sub-skills and looking for both strength and weaknesses.

In addition to this nationally-normed evaluation of student performance, Westlake Christian School developed and began using an Instructional Assessment Plan three years ago. The Instructional Assessment Plan uses national norms and expectations in all areas, such as the recognized best practice for oral reading fluency at a specific grade level and time of year assessed. Based upon the best practice of benchmark testing, the Instructional Assessment Plan is designed to assess each Kindergarten through fifth grade student in the areas of reading, written language, and mathematics at three periods in any given academic year: beginning, middle, and end.

Following each benchmark testing, grade level teams meet with the Assistant Principal for "data chats," where the teachers present their data. From the collection of the beginning year data, student groups for

intervention or enrichment placement are established. For those students requiring intervention beyond the core instruction provided by the classroom teacher within the classroom, dedicated learning specialists, trained and highly qualified teachers, use the data as a prescription to provide the necessary support and assistance to increase these students' achievement. Progress monitoring occurs throughout the time period between benchmark testing to ensure students continue to make gains. If a student is not doing so, the learning specialist and teacher collaborate to make adjustments. Similarly, the Stanford Achievement Test and benchmark data results are used to establish groups of students at each grade level who will benefit from enrichment in language arts or mathematics. These students are provided added opportunities for growth through additional instruction at a higher level and geared toward increasing their critical thinking skills.

Keeping within the best practice of Professional Learning Communities (PLC's) and the notion of focusing on achievement results, teachers meet weekly in grade level or cross-grade level teams to analyze and discuss the data from these assessments to make informed decisions and guide instructional decisions that may require changes in practice.

At two points during the academic year, Westlake Christian School holds parent-teacher conferences where the benchmark data is presented to the parents, and each child's growth is discussed. The results from each evaluation are not only presented to the parents, but also a comprehensive file of assessment information on each student follows the student from year to year. This file is housed separately from the cumulative file which contains standardized evaluations, the Stanford Achievement Test and report cards. Finally, the nationally standardized test results are publicized through the website as well as in promotional materials for the school.

### **3. Sharing Lessons Learned:**

As a school dedicated to the tenets of professional learning, Westlake Christian School has adopted an intentional posture related to networking and collaborating with other schools, educational associations, and the local community.

Westlake Christian School is an active member of three different accrediting bodies: the Florida Kindergarten Council, the Florida Council of Independent Schools, and the Association of Christian Schools International. The school's participation within these associations ranges from participation in informal educator networks to formal participation on accreditation teams as well as state and regional leadership teams. Westlake Christian School teachers and administrators present at local, regional, and state conferences on such topics as early literacy, childhood development, and positive behavior supports. The school hosts regional conferences, teacher trainings, and student competitions as a way of contributing to the educational community.

For example, when Westlake Christian School won a 2011 competitive school improvement grant from the Florida Council of Independent Schools, the grant money was used, along with the school's own professional development budget, to host a state-wide conference on Instructional Rounds for Florida educators. Featuring Dr. Lee Teitel, the Director of Harvard's School Leadership Program, the conference drew administrators and teachers from every corner of Florida.

Over the years, Westlake Christian School has willingly shared its knowledge and best practices with schools in the community and across the state. The school community counts it a privilege to be of service to other school communities. In fact, one of the most important ways that the school shares its resources with others is to host interns and student-teachers. Westlake Christian School enjoys assisting local, regional, and national universities as they entrust their future teachers to the school's care and training. Westlake Christian School believes that through these opportunities the school is influencing the next generation of teachers.

Recently, in an effort to fill a training gap within our local preschool community, Westlake Christian School developed a series of trainings in childhood development, early literacy and social/emotional/behavior development. Using the expertise of the school's well-qualified staff, Westlake Christian School has grown its training into an exciting opportunity to help local preschools provide information and training within the community.

#### **4. Engaging Families and Communities:**

Westlake Christian School recognizes the importance of working with families and the community to ensure student success and has put many strategies in place to accomplish this goal.

The school believes parents are their child's first and most important teacher. Therefore, Westlake Christian School partners with parents to help their children reach their God-given potential. From a relational perspective, Westlake Christian School believes that the partnership forged between the home and school is founded in a deep, mutual respect for the work of each institution.

The staff understands that school is a family experience. They have created a number of ways to keep families engaged in the school community and their child's education. First, from the time a new family decides their child will attend Westlake Christian School, the school focuses on helping that family understand the strong sense of teamwork geared toward the success of each student. New families are welcomed into the school not only by the administration and staff, but also by a mentoring program designed to assist each family in becoming acclimated to the culture of the institution. Second, Westlake Christian School believes in the necessity of communication with parents. The administration sends weekly newsletters via e-mail, teachers disseminate weekly newsletters, and parent-teacher conferences provide specific information about a child's learning. Furthermore, the faculty and staff are held accountable for engaging within 24 hours when a parent sends an e-mail. Third, Westlake Christian School hosts several general meetings and frequently surveys families to solicit input related to program or capital improvements. Finally, a Parent Advisory Council (PAC) provides guidance to the school. PAC helps lead in the area of fundraising, student social activities, and school-wide family events.

As a part of the community, Westlake Christian School partners with Palm Harbor United Methodist Church to offer regular parent education training, personal growth classes, and special events aimed at helping families. In recent years the school and church have worked together to host seminars on topics such as child rearing issues, marriage enrichment, and fathering.

Westlake Christian School believes in the importance of connectedness and service to the local community. School personnel are active members of the local Chamber of Commerce and Parks and Recreation Department. In addition, Westlake Christian School supports the United Methodist Children's Home of Florida and partners with several local community service agencies, including FEAST Food Pantry, Clothes to Kids, and Metropolitan Ministries. The elementary division has adopted St. Marks Assisted Living, and every class takes turns visiting the facility and with its residents. During the last two years, Westlake Christian School has partnered with Pinellas Hope, the largest homeless shelter in our area. Last, "Westlake Cares at Christmas" was created two years ago. This school-wide campaign focuses the school's attention on local charities and community service agencies and raises money to help the area's less fortunate during the holiday season.

## 1. Curriculum:

Westlake Christian School has progressive curricular objectives from the elementary school through the middle school. Using national and Florida State Sunshine standards as the foundation, Westlake Christian School also draws from the instructional objectives found in the 10th Edition of the Stanford Achievement Test.

Westlake Christian School prepares young people to compete with their contemporaries in an ever-changing, global economy by providing a core curriculum with an emphasis on the 4Cs: Critical Thinking, Communication, Collaboration, and Creativity highlighted in the Framework for 21st Century Learning. By doing so, as well as tying curricular activities to real-world situations and applications, the school readies the students for the demands of a university setting or the world of work.

The **Language Arts** program begins with literacy components necessary for emerging readers. Writing experiences start in kindergarten with continued mastery throughout the elementary school years. In middle school, students continue to develop and gain strength in reading, writing, vocabulary, and grammar.

In the **Mathematics** program, students study concepts over consecutive years through a variety of formats. Each grade level extends the concept understanding so students approach new challenges from an established foundation. In middle school, the program reinforces skills and builds problem-solving concepts. This scope and sequence culminates with eligible students earning one high school algebra credit.

The **Science** program teaches students to question, hypothesize, investigate, and explore using activities such as field trips, labs, experiments, and science fair projects. Middle school science includes earth, life, and physical science, with an emphasis on the scientific method. This scope and sequence culminates with eligible students earning one high school credit in physical science.

The **Social Studies** program teaches students about themselves and their place in a global society. As they increase their knowledge of the state and country, they also become aware of the history of other cultures. Middle school students study geography, history, economics, and civics, interconnected with regional areas of study. As students become more cognizant of issues affecting people around the world and at home, they have contact with local and state political leaders to try to effect change.

Elementary school students participate in **Art** and **Music** classes one time per week. These creative influences offer students the chance to develop their skills in, as well as develop an appreciation of, artistic pursuits.

Elementary school students participate in **Physical Education** one time per day. This class focuses upon skill building, as well as supports the concepts of healthy living, nutrition, and physical activity as a lifestyle choice. Seventh grade students are required to take a **Health** Class for one semester.

Once a week, elementary school students have **Spanish Language** instruction. At this level, the curricular objective is one of introduction to the language and understanding of the culture. Middle school Spanish class occurs daily with students learning grammar, vocabulary, and conversational skills. Students also explore the geography, arts, and culture of Spanish-speaking nations. This scope and sequence results in students earning one high school credit in Spanish. Westlake Christian School is in compliance with the program's foreign language requirements.

Students also participate in Computer classes to gain an understanding of the elemental processes needed to utilize a computer and then work toward higher level skills. As a hallmark curricular program at the school, this **Technology** focus is clearly defined in the Additional Curriculum Area section.

Teachers utilize a dedicated **Bible** curriculum to teach Bible stories and application. In addition, teachers integrate Biblical truths into everyday situations and use the core curriculum to expand on these opportunities.

The middle school program includes a broad array of **Electives** designed to augment the students' educational experiences. Electives include: culinary arts, praise band, musical theater, creative writing, digital media, and robotics. Additionally, sixth grade students take a study skills class for one semester and eighth grade students take a one semester class devoted to financial budgeting, leadership, and public speaking.

## **2. Reading/English:**

In Language Arts, our goal is to equip students with critical thinking and communication skills needed to be successful in the 21st Century. At every grade level, our program encompasses reading, writing, listening, speaking, and critical thinking skills. Teachers incorporate differentiated curriculum and instructional strategies in lessons to reach all learners at their developmental levels and unique learning styles.

The elementary grades utilize Scott Foresman Reading Street, a comprehensive program which includes reading, spelling, grammar, and writing. Reading strategies, comprehension skills, vocabulary enrichment, and introduction of literary terms are taught through an anthology comprised of rich text. Leveled readers are also included for meeting students' needs in small groups. Essentially, Westlake Christian School chose this curriculum because it encompasses all of the areas highlighted in the National Reading Panel's recommendations for optimal learning: phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension.

In Kindergarten, students focus on pre-reading skills such as phonemic awareness, phonological awareness, and the alphabet as they build necessary skills for beginning readers. With excitement and pride, they read mini-books to the administration, their parents, and to each other. In the primary grades, students continue expanding reading skills through direct phonetic instruction, whole group reading lessons, and guided reading groups. They acquire independent reading strategies, recognition of sight words, and practice fluency to assist them in the reading process. As the students move through the upper elementary grades, they read for depth and meaning, practice fluency, and learn comprehension skills including the use of schema, inferring, and synthesizing. In addition, Accelerated Reader, a computer-based reading comprehension program, is used in the elementary grades to monitor the understanding of students' independent reading.

Westlake Christian School believes in the continued advancement of basic skills as the students advance through middle school. While the middle school students no longer use a specific reading program to guide instruction, they do continue to build on their acquired skills and gain new ones. The students use a literature-based instruction where novels and works from various authors are used as experiences to support literacy development. Students learn more about literary devices and further understand writing, vocabulary, and grammar. Furthermore, the students gain overall strength in their reading, writing, speaking, listening and viewing skills.

The English/Language Arts teachers collaborate with the other grade level content area experts in planning courses of study throughout the year. For example, when seventh grade students study the Holocaust in their Social Studies class, they not only visit the local Holocaust Museum, but they also read a novel, such as Night or The Diary of Anne Frank, geared toward enhancing their understanding and

experience with this subject. Whenever possible, this type of planning aids students in making connections with material both in Language Arts and their other classes.

Using the Instructional Assessment Plan, teachers use benchmark assessments to evaluate students at the beginning, middle, and end of the year. Students who are at grade level or below are followed closely through progress monitoring and are provided ongoing intervention as needed through the work of highly qualified learning specialists. For those students who achieve above the expected levels, their reading is enhanced by reading more challenging books and passages and engaging in discussions related to their comprehension skills, making inferences and predictions.

In keeping with the 21st Century ideals, the Language Arts program in the middle school places an emphasis on developing the students' written and oral expression skills. Westlake Christian School believes the ability of students to express themselves effectively in both public speaking and the written word will place them ahead of their peers. Thus, continuing to build the students' repertoire of writing, including expository, persuasive, and the like, serves as a major instructional objective within the middle school.

Students learn to transform their ideas into the written word, beginning in kindergarten and continuing through 8th grade, by using Writer's Workshop. Students build writing fluency through continuous exposure to the process of writing. Daily writing on the topic of their choice motivates students to create and complete writing pieces they read to classmates. In addition, writing provides students the opportunity to practice and reinforce spelling and grammar skills. To enhance students' skills with the writing process in the upper elementary and in middle school, students are also exposed to the Six Traits writing methodology. Students establish a purpose for writing, use pre-writing strategies and graphic organizers as they practice using the tools of good writing, including ideas, organization, voice, sentence fluency, word choice, and use of conventions. Students edit and evaluate their writing and the writing of others. Selected writing pieces are revised and published.

### **3. Mathematics:**

The Westlake Christian School mathematics program is a comprehensive Kindergarten-8th grade program which focuses on the Common Core State Standards for Mathematics and the National Council for the Teachers of Mathematics' (NCTM) Curriculum Focal Points. NCTM has identified five content strands: Algebra, Numbers and Operations, Geometry, Measurement, and Data Analysis. These strands provide the basis for teaching math concepts beginning at the concrete level, moving to representation, and finally to the abstract level. The strands are comprised of mathematical knowledge and concepts that provide a basis for developing the more complex thinking and use of symbols that begins in the primary grades and continues through middle school.

Westlake Christian School uses the Houghton Mifflin Harcourt Go Math! series as the elementary instructional tool. It is the first elementary math program specifically written for the Common Core Standards. The program emphasizes big ideas and depth of understanding through interactive lessons, research-based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students. Go Math! incorporates the use of research-based strategies which include writing to learn, vocabulary, scaffolding, and metacognitive strategies through problem solving and graphic organizers. Students demonstrate their understanding of key concepts through drawing models, writing explanations, and solving word and computation problems as they move through their workbooks/texts. The curricular components in the unique Go Math! series include: write-in student editions, workbooks, technology iTools, interactive SMARTBoard lessons, "Grab and Go!" differentiated math centers kits, and a variety of assessments to determine mastery or need for remediation.

In middle school, starting in 6th grade, the Glencoe/McGraw-Hill textbook series is used to deliver instruction. Sixth grade students begin with 7th grade level curriculum, move to Pre-Algebra in 7th grade, and Algebra I in 8th grade.

Teachers use differentiated instruction to meet the needs of all learners through whole group, small group, and independent activities. The Go Math! curriculum identifies the various student levels and provides for data-driven instruction to meet the individual learner's needs. Continual assessment is incorporated in the instruction which leads to differentiation. Alternative activities are provided when content has been mastered or when further remediation is required. Teachers are assisted by a learning specialist for remediation and intervention skills. Enrichment is provided through opportunities to compete in the Math Olympics. Above grade level achievers are also identified and recommended to participate in the Duke Talent Identification Program to participate in advanced test opportunities.

#### **4. Additional Curriculum Area:**

Westlake Christian School has designed and implemented a customized Educational Technology program that reflects not only national and state standards but also the priorities of the local high schools to which the students graduate. The curriculum design begins with two sets of national guidelines: 1) the National Education Technology Standards for Students (NETS-S) published by the International Society for Technology in Education; 2) the Framework for 21st Century Learning published by the Partnership for 21st Century Skills. Westlake Christian School has incorporated the five Student Technology Literacy Indicators defined by the Florida Department of Education, and last but not least, the school annually benchmarks the four high schools (public and private) to which most of the students graduate to understand the technology skills and practices expected of top-performing freshmen. All of these inputs are then distilled into a curriculum scope and sequence that guides instruction and assessments from Kindergarten through middle school.

Technology instruction is integrated into the classroom curriculum at every level. In elementary school, weekly technology instruction is team-taught by the technology specialist and the classroom teacher. This practice supports several objectives. It assures that integrated assignments fully reflect both required technology skills and classroom curriculum objectives. It provides technology training for the classroom teachers so they can continue to integrate appropriate technology skills into their classroom instruction beyond the formal technology curriculum. It also provides the ability to deliver differentiated instruction to students within each class.

In middle school, 6th grade students complete a one-semester daily course that serves as the capstone of our formal technology instruction. Students satisfactorily completing this course have achieved all the technology skill benchmarks required by local high schools in areas such as document creation, spreadsheets, presentations, and online research, plus additional skills Westlake Christian School deems appropriate. These additional skills include independent problem solving (hardware and software), digital citizenship (including guidance on online safety, etiquette, and prevention of cyber-bullying), digital organization, and understanding of the broad technology landscape (including various technology platforms and operating systems). In 7th and 8th grade, these skills are so thoroughly integrated into the regular curriculum that separate technology skill instruction takes place only in the form of ad hoc training to support specific situations (for example, 8th grade students might receive update training on a new version of Excel to support data analysis and charting for a science project).

Westlake Christian School has invested heavily in campus technology. The school provides students with a full-featured Computer Lab and three fleets of portable devices for in-classroom use (in sufficient quantities to deliver 1:1 access). Every elementary classroom has its own multi-unit computer center as well. Beginning in 4th grade, students are welcome to use their own computer (each personal device must be certified for compliance with Westlake Christian School technology specifications). Every classroom features a SMART™ interactive whiteboard, a ceiling-mounted projector and high-speed wired and wireless access to our content-filtered gigabit network. Additional equipment (e.g., student-response

remote devices, web cams, etc.) may be checked out by teachers for classroom use when needed. In addition to these hardware components, Westlake Christian School provides systems such as Accelerated Reader, Discovery Education, Edline, Engrade, online versions of selected textbooks and a Westlake e-mail address for every student in 4th grade and above.

The guiding intent of Westlake Christian School's technology curriculum is for students to become confident and competent using technology to pursue learning more completely, creatively and efficiently – and to use their technology skills responsibly, safely and with the highest integrity.

## **5. Instructional Methods:**

Westlake Christian School embraces the basic philosophies of Professional Learning Communities. One of them, ensuring all children learn, provides a focus for our instructional methods. With this purpose, ensuring high levels of learning for all students, the school clarifies what each student is expected to learn, monitors student learning on a timely basis, and creates systems to make certain students have extra time and support if necessary.

Teachers are expected to understand the varying needs of their students. At the beginning of the year, teachers are expected to use the previous spring's Stanford Achievement Test results and the data from the Instructional Assessment Plan benchmark testing to understand the needs of each student in their classroom, to drive instruction, and to use differentiated instruction.

At both ends of the spectrum, a few Westlake Christian School students may require intervention or enrichment. In any classroom, it is not uncommon to have the classroom teacher leading a reading group, a learning specialist working with a less equipped group, and another teacher working with a more able group. Students may be working on computers within the classroom or using one of the laptop computers from the fleet the teacher has taken into the classroom for that time of day. Other students may be working on a program using the SMART Board technology. In middle school, a teacher may administer an algebra test to most students in the classroom with a couple of students taking a modified version of the test or a more advanced test. Further, a few students may be using their laptops as they complete one of the versions of the test.

In striving to meet the educational needs of each learner, Westlake Christian School uses a variety of instructional methods and resources. Within the classroom as a whole, the teachers use reading groups and flexible skill groupings as well as modifications to homework, tests, and other assignments when deemed necessary. If a given student requires instruction beyond the venue of the classroom, he or she benefits from the services of the school's highly trained and qualified learning specialists. While Westlake Christian School does not have special education services provided on-site from the school's classroom teacher or other staff, over time, it may become apparent that a student's needs are outside of the education the school can provide without access to support from the public school district. At that point, the teacher and administration work with the parents to make contact and request assistance from the school district to evaluate the student and provide service.

On the other hand, beginning in second grade, Westlake Christian School provides an even more accelerated program than the already advanced curricula afforded to most of its students. Through identification using the Stanford Achievement Testing results, students who perform at or above the 90th percentile in either the Total Language Arts or Total Math sections of this assessment have access to an accelerated program designed to increase their critical thinking and abstract reasoning skills.

## **6. Professional Development:**

Westlake Christian School understands that the most beneficial way to improve the achievement of students is to improve the quality of teaching within the classroom. Teacher learning results in higher

learning among the students. While time constraints can sometimes preclude staffs from involvement in professional development, the school believes in its importance. Thus, Westlake Christian School teachers and administrators continue to keep abreast of best practices in education in general and specifically, as they relate to leadership, technology, problem-solving, and writing, the school's instructional focuses. Professional Development Days are incorporated into the school calendar to allow for school-wide, dedicated training at these times.

Within the Westlake Christian School budget, monies are set aside for the staff to attend training in the areas noted above. When a staff member desires to attend a particular conference, he or she is required to write a brief synopsis of the training and describe how that experience yields information related to the school's focuses. The school administration sends teachers to conferences with the goal of "building capacity." In other words, the teacher who participated is subsequently expected to train other teachers at a specified point when he or she returns.

In addition to attendance at professional development activities outside of the school, Westlake Christian School staff regularly visit with teachers and staffs from other Florida Council of Independent accredited schools. These visits are designed to aid the Westlake Christian School staff in their understanding of the activities and practices of other like-minded schools. In fact, in an effort to build a network of schools working together to further the use of good teaching methods, Westlake Christian School will be hosting a state-wide conference on Instructional Rounds, led by a member of the Harvard School of Education and author of the seminal book and work with this title. At its core, this concept promotes networking among schools to develop a network that identifies problems of practices and determines the work needed to address the issue.

Professional Development involvement does not only take place on special days or when visiting another school. Because Westlake Christian School has implemented Professional Learning Communities, teachers are afforded time within their regularly scheduled days after school meetings for collaboration in teams and cross-grade or cross-content area teams for collaboration, data analysis, and best practice discussion.

## **7. School Leadership:**

Westlake Christian School is a ministry of Palm Harbor United Methodist Church (PHUMC). The leadership structure is tied to the Governance model adopted by the church. PHUMC has established a Board of Education (BOE) to oversee Westlake Christian School and two other educational entities: The Robin's Nest Preschool and the Stars and Comets/Camp CUBBER Program. Comprised of the Pastor of the Church and twelve appointed members, the Board of Education is responsible for managing the strategic, financial, curricular, and missional aspects of all three educational programs. In addition, the Director of Schools, who serves on the PHUMC executive team, functions as the integration point between the church and Administrator of each educational program.

The Westlake Christian School Administration Team maintains a close working relationship with the Pastor of the church, the Director of Schools, and the Board of Education Chairperson. Together, this group works to manage the temporal affairs of the large suburban campus. The Westlake Christian School Administration Team is responsible for the day-to-day operational aspects of the Westlake Christian School community. This includes authority over strategic and financial activities, human resources management, the instructional program, development and marketing activities, and facility concerns. The primary role of the Principal is to provide leadership to the school community so that Westlake Christian School can meet its strategic, instructional, spiritual, and student achievement objectives.

The leadership need to achieve those objectives is shared by a team of dedicated educators which include: the Principal, the Assistant Principal, the Director of Educational Technology, the Athletic Director, the Office Manager, and the Facilities Director. In this collaborative environment, the Principal's primary

role is one of facilitation, providing both the resources and the accountability structure to meet the school's improvement objectives.

Within the philosophy of Professional Learning Communities as a way of work, Westlake Christian School endeavors to embrace leadership at all levels of the institution. As such, the school has both grade level and cross grade level teams at all levels who partner with the positional school leadership and ensure Westlake Christian School meets its missional and instructional objectives. Teams working at the divisional, grade, and subject area levels focus on student performance, and use assessment data to drive instructional and school improvement efforts. Further, other leadership teams exist within the school's structure and focus on such areas as technology, textbook adoption, admissions, guidance, and marketing.

Every staff member is employed, entrusted, and expected to help lead Westlake Christian School to meet its academic and spiritual objectives.

# PART VI - PRIVATE SCHOOL ADDENDUM

12PV195

1. Private school association: Other Christian

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$6525</u>	<u>\$6525</u>	<u>\$6525</u>	<u>\$6525</u>	<u>\$6525</u>	<u>\$6525</u>
K	1st	2nd	3rd	4th	5th
<u>\$6800</u>	<u>\$6800</u>	<u>\$6800</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5960

5. What is the average financial aid per student? \$1999

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
1%

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

# PART VII - ASSESSMENT RESULTS

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics      Grade: 3      Test: Stanford Achievement Test  
 Edition/Publication Year: 10 Publisher: NCS Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	646	660	660	652	663
Number of students tested	29	33	26	37	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
WCS does not collect disaggregated data.					

12PV195

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Stanford Achievement Test

Edition/Publication Year: 10 Publisher: NCS Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	648	658	665	649	657
Number of students tested	29	33	26	36	33
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
WCS does not collect disaggregated data. In 2007-2008, one 3rd Grade student did not complete the Reading battery during the allotted days, and thus was not fully assessed.					

12PV195

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics      Grade: 4      Test: Stanford Achievement Test  
Edition/Publication Year: 10 Publisher: NCS Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	663	664	654	661	667
Number of students tested	36	31	31	31	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
WCS does not collect disaggregated data.					

12PV195

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading                      Grade: 4                      Test: Stanford Achievement Test  
Edition/Publication Year: 10 Publisher: NCS Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	675	672	656	657	670
Number of students tested	36	31	31	31	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
WCS does not collect disaggregated data.					

12PV195

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics      Grade: 5      Test: Stanford Achievement Test  
Edition/Publication Year: 10 Publisher: NCS Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	686	676	703	714	707
Number of students tested	29	38	30	35	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
WCS does not collect disaggregated data.					

12PV195

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading                      Grade: 5                      Test: Stanford Achievement Test  
Edition/Publication Year: 10 Publisher: NCS Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	679	672	689	693	691
Number of students tested	29	38	30	35	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
WCS does not collect disaggregated data.					

12PV195

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics      Grade: 6      Test: Stanford Achievement Test  
Edition/Publication Year: 10 Publisher: NCS Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	695	707	701	695	691
Number of students tested	32	41	34	33	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
WCS does not collect disaggregated data.					

12PV195

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Stanford Achievement Test

Edition/Publication Year: 10 Publisher: NCS Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	697	699	708	715	690
Number of students tested	32	41	33	33	26
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
WCS does not collect disaggregated data. In 2008-09, one 6th Grader did not complete the Reading assessment during the allotted days, and thus was not assessed for Reading.					

12PV195

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics      Grade: 7      Test: Stanford Achievement Test  
Edition/Publication Year: 10 Publisher: NCS Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	721	720	707	706	732
Number of students tested	39	34	33	23	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
WCS does not collect disaggregated data.					

12PV195

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading                      Grade: 7                      Test: Stanford Achievement Test  
Edition/Publication Year: 10 Publisher: NCS Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	703	705	708	699	707
Number of students tested	39	34	33	23	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
WCS does not collect disaggregated data.					

12PV195

## NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics      Grade: 8      Test: Stanford Achievement Test  
Edition/Publication Year: 10 Publisher: NCS Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	735	734	720	731	731
Number of students tested	26	31	23	40	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
WCS does not collect disaggregated data.					

12PV195

## NATIONAL NORMS-REFERENCED TESTS

Subject: Reading                      Grade: 8                      Test: Stanford Achievement Test  
Edition/Publication Year: 10 Publisher: NCS Pearson Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Average Score	716	716	707	718	712
Number of students tested	26	31	23	40	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged 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. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					
WCS does not collect disaggregated data.					

12PV195