

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

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

School Mailing Address 7301 Sardis Road
(If address is P.O. Box, also include street address)

Charlotte, North Carolina 28270-6063
City State Zip Code+4 (9 digits total)

County Mecklenburg State School Code Number* 340667

Telephone (704) 366-5657 Fax (704) 366-5678

Website/URL www.charlottechristian.com E-mail John.Petrey@charchrist.com

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Leo Orsino President, Head of School
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. () _____

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Max Baumgartner
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 1 Number of years the principal has been in her/his position at this school.
6 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | 8 | 9 | 17 | 7 | | | |
| K | 33 | 25 | 58 | 8 | | | |
| 1 | 27 | 42 | 69 | 9 | | | |
| 2 | 31 | 30 | 61 | 10 | | | |
| 3 | 35 | 23 | 58 | 11 | | | |
| 4 | 48 | 22 | 70 | 12 | | | |
| 5 | 28 | 41 | 69 | Other | | | |
| 6 | | | | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 402 |

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------------|----------------------------------|
| <u>91</u> | % White |
| <u>7</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% | Total |

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

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

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

| | | |
|------------|--|-----|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 6 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 2 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 8 |
| (4) | Total number of students in the school as of October 1 | 394 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | .02 |
| (6) | Amount in row (5) multiplied by 100 | 2% |

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: English

9. Students eligible for free/reduced-priced meals: N/A %
 Total number students who qualify: N/A

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

10. Students receiving special education services: $\frac{3}{14}$ %
 Total Number of Students Served

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

| | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>14</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 | |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

| | <u>Full-time</u> | <u>Part-Time</u> |
|---------------------------------------|------------------|------------------|
| Administrator(s) | <u>2</u> | <u>0</u> |
| Classroom teachers | <u>35</u> | <u>1</u> |
| Special resource teachers/specialists | <u>8</u> | <u>1</u> |
| Paraprofessionals | <u>3</u> | <u>3</u> |
| Support staff | <u>2</u> | <u>0</u> |
| Total number | <u>50</u> | <u>5</u> |

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 11 to 1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96± % | 96± % | 96± % | 96± % | % |
| Daily teacher attendance | 98 % | 98 % | 98 % | 98 % | % |
| Teacher turnover rate | .02% | .02% | .03% | % | % |
| Student dropout rate (middle/high) | % | % | % | % | % |
| Student drop-off rate (high school) | % | % | % | % | % |

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

| | Not applicable |
|--|-----------------------|
| 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 (travel, staying home, etc.) | _____ % |
| Unknown | _____ % |
| Total | 100 % |

PART III - SUMMARY

Charlotte Christian School, founded in 1950, is located on 55 acres in southeast Charlotte, North Carolina. It is an independent, co-educational, college preparatory, interdenominational Christian day school for students from junior kindergarten through grade 12. A self-perpetuating Board of Trustees, which entrusts the leadership and direction of the school to the Head of School, governs Charlotte Christian. A principal and support personnel lead each school division: lower, middle and upper. Academic Deans provide coherence and alignment to the curriculum.

Of the current 1,017 students, 402 are enrolled in the lower school division, which serves students from junior kindergarten through fifth grade.

Charlotte Christian School partners with parents to educate the whole child: mind, body and soul. The mission of the school—to equip and prepare students to effectively integrate Biblical truth and learning into their daily lives and impact the culture for Christ—begins in the lower school where a scholarly foundation is laid based on the following principles: all truth and knowledge come from God; the rigorous pursuit of knowledge is scholarship; scholars should become exceptional thinkers pursuing academic excellence; academic excellence grounded in God’s truth leads to wisdom, which enables an individual to impact the culture for Christ. In addition, students are encouraged to develop lifelong fitness and wellness habits through physical education and weekend intramural programs. Students develop creativity and imagination through music, art, and theatre. Values and character emerge as students participate in service opportunities in the immediate metropolitan area and contribute to missions organizations that impact children in other areas of the world.

Charlotte Christian School, in an effort to serve families, enrolls students with an array of talents, interests, and abilities. Students learn that each person is unique, special, and created to serve others. Caring, insightful faculty strives to provide instruction appropriate for both high achieving students and for those who have not yet mastered grade-level content. Currently, the lower school mainstreams all exceptional students. Students identified by testing can receive educational therapy in the Directed Studies program. Grade level teams provide literacy and math instruction using flexible ability groups in grades three through five.

The lower school faculty members average 19 years of full-time experience in the classroom. Their average tenure at Charlotte Christian is eight years. Thirty-eight percent of the lower school faculty has master’s degrees. In addition, teachers commit to and model lifelong learning by consistent participation in professional development programs.

Teachers and parent volunteers extend and broaden the curriculum via after school mini-courses. These classes allow students to discover, develop, refine, and excel with their God-given talents in order to impact the community either now or in the future. Classes from Ballet and Karate to Odyssey of the Mind, Junior Achievement, and Math Superstars are a few of the many opportunities available to students.

The campus facilities support the goal of educating the whole child. Classrooms with developmentally appropriate resources, two gymnasiums, technology labs, two dining facilities, indoor and outdoor science labs, child-friendly playgrounds, a track, swim and tennis center, and a library-media center are available to the lower school community.

Charlotte Christian School is a dynamic, educational institution accredited by the Southern Association of Colleges and Schools (SACS) for more than 20 years.

PART IV – INDICATORS OF ACADEMIC SUCCESS

The Meaning of Assessment Results

Assessment is the process of monitoring student performance against stated expectations in order to gauge progress and to plan further instruction. Assessment begins during the admission process at Charlotte Christian School and continues throughout the tenures of the students at the school. Admissions tests help predict the probable success of applicants and correctly place students in classes in the middle and upper school divisions. Tests for admissions and placement purposes include: Wechsler Preschool and Primary Scale of Intelligence administered to junior kindergarten and kindergarten applicants; the Otis-Lennon School Ability Test given to first through fourth grade applicants; and the Independent School Entrance Exam given to applicants in fifth grade and above.

Once students are enrolled, their levels of performance are measured through a variety of means including class assignments, homework, projects, performances, and more formally, through unit and quarterly tests.

At Charlotte Christian, lower school students in grades two through five are assessed via the Educational Records Bureau (ERB) Comprehensive Testing Program 4 (CTP 4). Students in the Directed Studies program are permitted to take their tests on an untimed basis. All students' scores are included in the overall class/subject means. Because of the relatively small numbers of students in each grade level, scores do vary from year to year. In all grade levels, the scores are in the top 10 percent of schools throughout the country. Our scaled mean scores for the past five years follow. (Students took the CTP 4 from 2003-05.) (Students took the CPT 3 in 2001 and 2002.)

Scrutiny of test scores shows that results vary from year to year at a given grade level, yet results are higher than the Student Percentile Equivalent for the 90th percentile for every grade in every year in reading and mathematics. The lower school also measures these results against those of other private independent schools in the Charlotte metropolitan area in which student preparation and socio-economic status are similar. Charlotte Christian Lower School compares favorably with other schools. The school uses the results of ERBs and other information to place students in middle school math classes.

The purpose of the testing program is not only to use an external benchmark that aligns with a college preparatory curriculum in its rigor, but also to individualize instruction, and to evaluate the curriculum so the school can continue to improve by increasing student achievement and by preparing students to compete and to excel in a global economy.

The goal of assessment at Charlotte Christian is to identify students' levels of performance in relation to stated expectations. Then, in partnership, teachers and parents can design means through which students can excel academically. Academic success will enable students to enter their colleges of choice, and impact the culture in significant and meaningful ways for Christ.

How Charlotte Christian Uses Assessment Data to Improve Student Performance

Charlotte Christian School uses the information gleaned from the CTP 4 tests: 1) to evaluate how well the school is executing the mission to provide a college preparatory education to students; 2) to determine if the current curriculum is meeting the needs of students and aligning with national standards upon which the ERBs are based; 3) to identify individual student progress; and 4) to provide insight regarding areas that may require professional development. Test results also provide parents with objective information

about a student's progress that substantiates other measures by faculty and provides teachers with a vehicle for communication.

In evaluating curricular areas that may need improvement, administrators study the item analyses. When areas of minimal growth are noted, administrators and grade level teams meet to identify instructional techniques, resources and activities that need modification. A plan for improvement is submitted to the academic team. Upon approval, modifications are implemented.

In weekly grade level planning sessions, teachers use assessment data to form flexible skills groups for instruction in math and reading. Teachers identify instructional strategies that will accommodate the needs of students with diverse learning styles. In addition to flexible groups that support students who need different approaches to understand and master concepts and those that need enrichment and challenge, accelerated math classes are provided for lower school students performing exceptionally well on ERBs.

Lower school administrators and faculty are studying National Council of Teacher of Mathematics (NCTM) standards, have brought in two consultants from different regional universities, and are examining past ERB results in an effort to create the best possible strategy to improve math achievement among students. Currently the school is pilot testing two programs by one publisher based on NCTM standards. Using the information from past and upcoming ERB tests, the recommendations made by the two consultants, and the results of the pilot test, Charlotte Christian will adopt new math practices for the 2006-07 academic year.

How Charlotte Christian Lower School Communicates Assessment Data

Because school personnel realize parents have chosen to entrust their children's education to the school and believe that the school serves in partnership with parents, faculty members consistently communicate student progress to parents. Back-to-school events allow parents and teachers to form relationships and provide teachers with an opportunity to explain curriculum and student expectations regarding behavior and academic performance. Parents can access assignments by phone and on the school's web site. In addition, frequent classroom newsletters explain special classroom projects and events such as center days or field trips making it easy and convenient for parents to monitor expectations and plan family activities. Parents and teachers also use phone calls, notes, and e-mail to communicate. Progress reports that show student performance in each academic area and specifically delineate homework and assessment performance are distributed every four to five weeks. At this point, if not before, intervention strategies are developed and implemented. At the end of the first quarter, lower school parent-teacher conferences are held with nearly 100 percent participation by families. During conferences, teachers can share student work, observations, and relevant standardized test data. An academic portfolio is maintained for each student. Portfolios show progress in writing, mathematics, and reading comprehension through samples of student work.

Specific communication regarding the ERB-CTP 4 achievement tests is shared in several parent meetings prior to test administration so parents become familiar with the tests and test administration, how results will be communicated, and how to support their children at home. Parents receive test results for their child(ren) through the mail and can then meet with an administrator or an academic dean for further explanation. A summary of the school-wide test results is also distributed to parents.

Student successes in activities such as the annual Spelling Bee, Math Olympiad, and ACSI competitions in Speech, Math, Spelling, Art, Music, and Writing are also recognized via the *Focus*, the school's weekly newsletter and *Voice*, the school's quarterly publication. Recognition ceremonies at the close of school allow students to celebrate the success of peers. The Presidential Award of Academic Excellence, Presidential Achievement Award, and Exemplary Attendance Awards are given during end-of-year

ceremonies. Classroom teachers recognize each student with a character award, and students who participated in the Reading Knights program are also recognized, not only for reading but also for goal setting and perseverance.

Charlotte Christian School also communicates assessment data in promotional literature distributed to prospective families, grandparents, alumni, real estate agents, and other people or organizations interested in the school. The local newspaper, *The Charlotte Observer*, publishes assessment information and other articles about students.

How Charlotte Christian School Shares Success:

Charlotte Christian School works with other schools and professional organizations to promote student achievement. The school annually participates in surveys by the North Carolina Association of Independent Schools (NCAIS) and the Association of Christian Schools International (ACSI). Faculty members have been frequent presenters at conventions sponsored by these two organizations as well. These presentations give representatives of the school an opportunity to share strategies that promote achievement, motivate students, and inspire individual accomplishment. The annual report to the Southern Association of Colleges and Schools (SACS) is another means of reporting success.

Several private schools have formed the Greater Charlotte Consortium of Independent Schools. Charlotte Christian has hosted several meetings that provide a vehicle for communication to identify issues common to all schools and strategies to address them.

Teachers working on advanced degrees share ideas and strategies that work well with students with colleagues. In addition, these teachers glean ideas from others to share with the Charlotte Christian School community during faculty meetings.

Charlotte Christian provides professional development for teachers from other area Christian schools. Sharing during classes allows for personal and professional growth for all involved.

Media releases distributed by the Charlotte Christian Communications Department generate coverage of student, faculty, and school success in local newspapers such as *The Charlotte Observer*, *Charlotte Weekly*, and *The Charlotte World*.

PART V – CURRICULUM AND INSTRUCTION

Charlotte Christian School seeks to serve the community by providing a Christ-centered, comprehensive college preparatory course of study. The lower school faculty strives to provide a strong and broad foundation so students will excel in middle and upper schools and will enter their colleges of choice upon graduation. The school emphasizes mathematics, reading and writing as the bases for all other learning. Students participate in health and wellness activities via physical education classes, after school activities, and a weekend intramural program. Creativity and imagination are cultivated and stimulated by participation in choir, band, visual arts and fine arts. Students develop composure and confidence as they perform several times throughout the year in major theatrical productions. Spanish classes foster cultural awareness and prepare students for successful progression through the foreign language curriculum. Students prepare to function in a global society as they begin to use computers as a tool for acquiring, analyzing, synthesizing, and sharing information. School personnel believe students succeed best in a nurturing environment where high expectations are identified and upheld.

The North Carolina Standard Course of Study, national curriculum standards in subject areas, the ERB-CTP 4 achievement test framework, the Bible, current research, and teacher recommendations are all considered when developing, modifying, or refining curriculum. Suggestions for modification to the curriculum are presented to the academic team for approval prior to implementation.

Lower school teachers prepare students to become critical readers, fluent writers, and articulate speakers. Students begin their study of language by learning phonics in junior kindergarten and kindergarten. *Open Court* is the reading series used for language arts instruction. Students study specific novels at each grade level, which extend the basic literacy curriculum.

Thinking and Writing Across the Curriculum is integrated school-wide. Students are provided with opportunities to write in every subject area. Focus correction areas allow teachers to target specific components of the writing process. A teacher devoted solely to writing instruction for fourth and fifth grade students allows the school to emphasize this skill. Charlotte Christian uses ERB's Writing Assessment Program (WrAP) to assess progress in writing.

Problem solving, computation, and logical thinking are essential strands of development in the lower school mathematics curriculum. Students learn basic skills with a hands-on approach that allows concrete manipulation of mathematical processes. Homogeneous groups allow students to function at an individually appropriate level. Students in third through fifth grades participate in Math Olympics and the Math Olympiads.

Since students learn languages more easily at a younger age, the school provides Spanish instruction to all lower school students. Two teachers native to Spanish speaking countries engage students in listening and speaking comprehension skills through stories, songs, and rhymes. In grades 3-5, students read, write, and expand conversational skills developed in the primary grades.

A lower school science teacher provides concrete practice using the scientific method through hands-on and developmentally appropriate science labs in biology, physical science, and earth science. Classroom teachers follow up with supplemental activities that reinforce the lab work.

Students begin the social studies curriculum learning about communities and neighborhoods. Third grade students learn about Charlotte; fourth grade students study North Carolina; and fifth grade students develop an understanding of the formation of the United States. Cultural awareness is heightened by acknowledging the variety of people in our own culture, studying Spanish cultures in the foreign language

program, and participating in grade level and school-wide missions activities.

Teachers of physical education, art, music, technology, and media literacy work closely with classroom teachers to integrate these areas with the core curriculum, and to reinforce and broaden skills.

Reading—Curriculum and Instruction at Charlotte Christian School

Philosophically, Charlotte Christian believes reading is the basic and foundational skill required to excel in every area of the curriculum, and that in order to impact the culture, students must be knowledgeable citizens. Therefore, they must not only be literate, but also well read.

Students learn to read by developing phonetic awareness, a skill introduced in kindergarten. Students then learn to decode words, develop fluency, build vocabulary and acquire reading comprehension strategies. Students are encouraged to read extensively, both narrative and expository texts, and to develop an intrinsic desire to read.

The lower school uses a combination of three approaches to provide the challenge and support for all students at various developmental/ability levels. First, the *Open Court* selections combine explicit phonics and comprehension skills instruction with extensive reading practice using a variety of genres. Since every skill requires practice, and research suggests that proficient readers read approximately 544 times as many words as less skilled readers at the elementary level, teachers lead students in the study of classic novels. Through the study of novels, teachers pose questions that stimulate critical thinking and provoke discussions that build analytical and speaking skills. Finally, reading incentive programs create enthusiasm for reading and promote parent participation as students strive to meet reading goals. Charlotte Christian students contribute to missions projects by earning points in the Accelerated Reader program, nurturing compassion and developing character as well as boosting reading ability. The Reading Knights program, with five increasingly rigorous levels, motivates students to read from all areas of knowledge and report on what they read, building analytical and speaking skills as well. Teacher assistants support students who need additional time developing reading skills.

Students have ample opportunities to share what they have read and learned by writing. Spelling and grammar are incorporated into writing assignments at all grade levels. Students have opportunities to develop skills in different types of writing such as narrative, persuasive, expository, and reflective as they complete writing assignments in every area of the curriculum. Each year Charlotte Christian School hosts a renowned author of Christian children's literature who provides developmentally appropriate writing workshops that inspire students to read and write.

Science—Curriculum and Instruction at Charlotte Christian School

Becoming analytical thinkers and problem solvers requires that students learn to be astute observers of the world around them, that they generate questions, collect and analyze data, predict solutions, and that they are willing to take risks to determine if their predictions are accurate. The engaging, hands-on science program at Charlotte Christian School promotes the development of all of these skills among students. Emerging scientific thinking is established and nurtured when students visit the indoor or outdoor science lab each week for an hour long class where they observe/measure, record, graph, write about, and report their findings.

Basic concepts in life, physical and earth sciences are established in kindergarten and are expanded in scope and depth at each subsequent grade level. The dedicated science laboratory is filled with plants and creatures including parakeets, finches, an iguana, hamsters, and frogs (a Firebelly Carnivore and an

African Clawed). The lab also includes both freshwater and saltwater aquariums which permit students to observe symbiotic relationships, and compare and contrast these different habitats. Students “own” and assume responsibility to nurture the plants and animals in the laboratory. Preserved specimens include a bobcat, squirrels (one albino and two gray), deer, antelope, pheasants, and moth and butterfly collections from North Carolina and Costa Rica. The outdoor laboratory includes a pond, butterfly gardens, bird feeders and a weather station.

Each grade level has a scientific “service project” as well. Kindergarten and first grade students tend the bird feeders, second graders care for the butterfly gardens, third graders maintain the mini-pond, fourth grade students recycle paper and printer cartridges to earn money for a greenhouse, and fifth grade students participate in Global Learning Observation to Benefit the Environment (GLOBE) by daily reporting detailed weather information including the PH of any precipitation, and the number and types of contrails.

From comparing erosion with and without sod to dissecting owls’ pellets to determine their diets and habitats and from creating models of the human body systems to experimenting with various electrical circuits, the science activities are exciting, varied, and integrated with other areas of the curriculum.

Instructional Strategies Used At Charlotte Christian School

Charlotte Christian School is committed to the academic success of each student. Teachers at Charlotte Christian use a variety of instructional methods considering the learners, the objective(s) of lessons, current research on learning, and available resources. Teachers use direct instruction to provide a knowledge base upon which students can build. Whenever teachers use this method, students are given ample time to practice and question to ensure basic concepts are grasped.

Teachers have the opportunity to work with small groups or individuals, thus tailoring instruction to the learning styles/abilities of each student. In this context, students who require reinforcement can be addressed, and students requiring enrichment can be challenged.

Charlotte Christian has seven computer labs, several of which have *Inspiration*, allowing students to reinforce and organize information by generating concept maps. Students who have developed inquiry questions can work independently or in groups to solve problems.

Interactive and collaborative learning takes place in the science lab, through centers and other types of group projects. Students work together to role play and to create games that demonstrate their learning of history.

Building models, experimenting in math and science, participating in field trips, listening to speakers, participating in workshops and seminar type activities, and peer teaching further engage learners with various learning styles.

Professional Development at Charlotte Christian School

Charlotte Christian School encourages professional growth and development by offering on-campus workshops for the convenience of faculty and staff, providing financial incentives and support for advanced studies, and budgeting for off-campus workshops so teachers can participate in regional and national conferences geared toward growth in specific areas of the curriculum.

Teachers who attend seminars off campus are responsible for teaching their peers. In addition to conferences on specific subjects, selected faculty members have attended workshops on brain research to promote the use of instructional strategies that foster more meaningful learning. Teachers regularly attend early childhood education conferences at the regional or national levels. Teachers also attend conferences provided by the North Carolina Association of Independent Schools (NCAIS) and the Association of Christian Schools International (ACSI.) These conferences provide teachers with inspiring, informative seminars and with an opportunity to establish a network of professionals who can regularly exchange ideas and information.

The school has offered workshops on *Thinking and Writing Across the Curriculum*, Differentiation of Instruction, Using Standardized Test Scores to Individualize Instruction, and Trends and Issues In Education. Technology classes have featured information and practice using Inspiration, Microsoft Publisher, and Adobe Photoshop software packages. Currently teachers make take Blogs to Webquests which enables them to integrate technology into their curriculums.

The purpose of these programs is to motivate faculty and staff members to acquire more knowledge, to develop and refine skills, to enhance instructional techniques, to model lifelong learning, and to grow spiritually and professionally while meeting SACS accreditation standards.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Southern Association of Colleges and Schools (SACS)
North Carolina Association of Independent Schools (NCAIS)

1. Private school association(s): Association of Christian Schools International (ACSI)
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No _____
3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

| | | | | | |
|------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <u>\$9,000</u> K | <u>\$10,325</u> 1 st | <u>\$10,325</u> 2 nd | <u>\$10,325</u> 3 rd | <u>\$10,325</u> 4 th | <u>\$10,325</u> 5 th |
| \$ _____ 6 th | \$ _____ 7 th | \$ _____ 8 th | \$ _____ 9 th | \$ _____ 10 th | \$ _____ 11 th |
| \$ _____ 12 th | \$ _____ Other | | | | |

4. What is the educational cost per student? \$ 10,706
(School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1,150
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 21 %

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
Charlotte Christian School

Subject: Reading Comprehension
 Grade: Third
 Test: The Comprehensive Testing Program
 Edition: 4th Edition Tests
 Publisher: Educational Records Bureau
 Year: 2002

Scores are reported as scaled scores.
 No students are excluded from the test results.

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | March | April | April | April |
| SCHOOL SCORES | | | | | |
| Total Score | 337.2 | 334.8 | 335.2 | 336.5 | 338.9 |
| Number of students tested | 66 | 59 | 69 | 62 | 59 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 2. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 3. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 4. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |

| | 2002-2005 |
|-----------------------------|-----------|
| NATIONAL MEAN SCORE | 317.03 |
| NATIONAL STANDARD DEVIATION | 15.20 |

Mean Scale Scores Corresponding to the 90th Percentile in National School Norms for the CTP 4 for each grade in which the Test was administered to a national population.

| Subject | Test Level | 90 th Percentile of School Means |
|---------|------------|---|
| Reading | 3 | 324 |

Sid Barish of Educational Records Bureau provided this data.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Charlotte Christian School

Subject: Math
 Grade: Third
 Test: The Comprehensive Testing Program
 Edition: 4th Edition Tests
 Publisher: Educational Records Bureau
 Year: 2002

Scores are reported as scaled scores.
 No students are excluded from the test results.

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | March | April | April | April |
| SCHOOL SCORES | | | | | |
| Total Score | 307.9 | 302.7 | 301.6 | 303.1 | 307.0 |
| Number of students tested | 66 | 59 | 69 | 62 | 59 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 2. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 3. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 4. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |

| | |
|-----------------------------|-----------|
| | 2002-2005 |
| NATIONAL MEAN SCORE | 277.00 |
| NATIONAL STANDARD DEVIATION | 17.21 |

Mean Scale Scores Corresponding to the 90th Percentile in National School Norms for the CTP 4 for each grade in which the Test was administered to a national population.

| Subject | Test Level | 90 th Percentile of School Means |
|---------|------------|---|
| Math | 3 | 289 |

Sid Barish of Educational Records Bureau provided this data.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Charlotte Christian School

Subject: Reading Comprehension
 Grade: Fourth
 Test: The Comprehensive Testing Program
 Edition: 4th Edition Tests
 Publisher: Educational Records Bureau
 Year: 2002

Scores are reported as scaled scores.
 No students are excluded from the test results.

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | March | April | April | April |
| SCHOOL SCORES | | | | | |
| Total Score | 343.5 | 338.8 | 341.2 | 344.1 | 341.1 |
| Number of students tested | 66 | 59 | 69 | 62 | 59 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. _____(specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 2. _____(specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 3. _____(specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 4. _____(specify subgroup) | | | | | |
| Number of students tested | | | | | |

| | 2002-2005 |
|-----------------------------|-----------|
| NATIONAL MEAN SCORE | 323.56 |
| NATIONAL STANDARD DEVIATION | 16.58 |

Mean Scale Scores Corresponding to the 90th Percentile in National School Norms for the CTP 4 for each grade in which the Test was administered to a national population.

| Subject | Test Level | 90 th Percentile of School Means |
|---------|------------|---|
| Reading | 4 | 332 |

Sid Barish of Educational Records Bureau provided this data.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Charlotte Christian School

Subject: Math
 Grade: Fourth
 Test: The Comprehensive Testing Program
 Edition: 4th Edition Tests
 Publisher: Educational Records Bureau
 Year: 2002

Scores are reported as scaled scores.
 No students are excluded from the test results.

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | March | April | April | April |
| SCHOOL SCORES | | | | | |
| Total Score | 314.5 | 306.3 | 316.8 | 320.5 | 314.4 |
| Number of students tested | 61 | 65 | 65 | 63 | 65 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 2. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 3. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 4. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |

| | 2002-2005 |
|-----------------------------|-----------|
| NATIONAL MEAN SCORE | 288.07 |
| NATIONAL STANDARD DEVIATION | 21.25 |

Mean Scale Scores Corresponding to the 90th Percentile in National School Norms for the CTP 4 for each grade in which the Test was administered to a national population.

| Subject | Test Level | 90 th Percentile of School Means |
|---------|------------|---|
| Math | 4 | 294 |

Sid Barish of Educational Records Bureau provided this data.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Charlotte Christian School

Subject: Reading Comprehension
 Grade: Fifth
 Test: The Comprehensive Testing Program
 Edition: 4th Edition Tests
 Publisher: Educational Records Bureau
 Year: 2002

Scores are reported as scaled scores.
 No students are excluded from the test results.

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | March | April | April | April |
| SCHOOL SCORES | | | | | |
| Total Score | 348.3 | 353 | 358.2 | 350.4 | 356.0 |
| Number of students tested | 68 | 64 | 59 | 72 | 62 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 2. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 3. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 4. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |

| | 2002-2005 |
|-----------------------------|-----------|
| NATIONAL MEAN SCORE | 329.37 |
| NATIONAL STANDARD DEVIATION | 17.58 |

Mean Scale Scores Corresponding to the 90th Percentile in National School Norms for the CTP 4 for each grade in which the Test was administered to a national population.

| Subject | Test Level | 90 th Percentile of School Means |
|---------|------------|---|
| Reading | 5 | 344 |

Sid Barish of Educational Records Bureau provided this data.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS
Charlotte Christian School

Subject: Math
 Grade: Fifth
 Test: The Comprehensive Testing Program
 Edition: 4th Edition Tests
 Publisher: Educational Records Bureau
 Year: 2002

Scores are reported as scaled scores.
 No students are excluded from the test results.

| | 2004-2005 | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | April | March | April | April | April |
| SCHOOL SCORES | | | | | |
| Total Score | 325.3 | 333.2 | 338.2 | 326 | 330.5 |
| Number of students tested | 68 | 64 | 59 | 72 | 62 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 0 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 2. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 3. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |
| 4. _____ (specify subgroup) | | | | | |
| Number of students tested | | | | | |

| | 2002-2005 |
|-----------------------------|-----------|
| NATIONAL MEAN SCORE | 301.56 |
| NATIONAL STANDARD DEVIATION | 25.64 |

Mean Scale Scores Corresponding to the 90th Percentile in National School Norms for the CTP 4 for each grade in which the Test was administered to a national population.

| Subject | Test Level | 90 th Percentile of School Means |
|---------|------------|---|
| Math | 5 | 324 |

Sid Barish of Educational Records Bureau provided this data.

