

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

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

School Mailing Address: W 329 N4476 Lakeland Drive
(If address is P.O. Box, also include street address)

City Nashotah State WI 53058-9502

Tel. (262) 367-3756 Fax (262) 367-4045

Website/URL www.countrychristianschool.com E-mail bpereira@countrychristianschool.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.

Robert W. Pereira (signature on mailed copy) Date 12/17/03
(Principal's Signature)

Name of Superintendent* (Administrator) Mr. Robert W. Pereira
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Country Christian School Tel. (262) 367-3756

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.

Robert W. Pereira (signature on mailed copy) Date: 12/17/03
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Gerry Sandel
(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.

Gerry Sandel (signature on mailed copy) Date 12/17/03
(School Board President's/Chairperson's Signature)

**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 of 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 2003-2004 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 1998.
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 (Briefly explain)
- _____ N/A TOTAL

2. District Per Pupil Expenditure: _____ N/A
 Average State Per Pupil Expenditure: _____ N/A

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. 9 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	15	6	21	7	6	14	20
1	13	14	27	8	10	9	19
2	10	15	25	9	N/A	N/A	N/A
3	10	7	17	10	N/A	N/A	N/A
4	7	8	15	11	N/A	N/A	N/A
5	10	6	16	12	N/A	N/A	N/A
6	9	10	19	K/4	4	5	9
TOTAL STUDENTS IN THE APPLYING SCHOOL →							188

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>96.4</u> % White |
| <u>1.0</u> % Black or African American |
| <u>2.1</u> % Hispanic or Latino |
| <u>.5</u> % Asian/Pacific Islander |
| <u>-</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 1.6%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	244
(5)	Subtotal in row (3) divided by total in row (4)	.016
(6)	Amount in row (5) multiplied by 100	1.6

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: 0 %
0 Total Number Students Who Qualify

If this method does not produce a reasonably 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: 0 %
0 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<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>--</u> Specific Learning Disability— <u>only 10 minor</u>
<u>0</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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>1</u>	<u>1</u>
Classroom teachers	<u>9</u>	<u>6</u>
Special resource teachers/specialists	<u> </u>	<u>5</u>
Paraprofessionals	<u> </u>	<u>4</u>
Support staff	<u> </u>	<u>4</u>
Total number	<u>10</u>	<u>20</u>

12. Average school student-“classroom teacher” ratio: 1: 15 ¾

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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	<u>96.6%</u>	<u>96.4%</u>	<u>96.2%</u>	<u>96.5%</u>	<u>95.8%</u>
Daily teacher attendance	<u>97%</u>	<u>98%</u>	<u>98%</u>	<u>98%</u>	<u>98%</u>
Teacher turnover rate	<u>15.7%</u>	<u>11.7%</u>	<u>5.8%</u>	<u>5.5%</u>	<u>6.6%</u>
Student dropout rate	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Student drop-off rate	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

14. **7(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003. N/A

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

Country Christian School's Mission Statement

“The mission of Country Christian School is to provide an exemplary education from a Christian perspective that prepares our students to live in a manner that will bring glory to God and make an impact on our world.”

Six families who lived in the surrounding area of Nashotah, WI were concerned that their children were not becoming strong readers. New methods of reading had been introduced in their local schools and there was a de-emphasis of phonics instruction. Mastery of math facts was not considered to be a priority or necessary in laying a solid foundation. The families sought to work through the local school district and be as supportive as possible. They appealed to the schools to at least try a pilot program utilizing these methods. However, their requests were refused. The six families were also concerned that their students receive a worldview similar to what was being taught at home and at church so that there would be consistency. The idea to begin a Christian school developed and came to fruition in 1978.

Country Christian School provides a quality education taught from a Christian perspective. The school consists of students ranging in age from four-year old pre-kindergarten through the eighth grade. It offers a traditional program that emphasizes phonics instruction for reading as well as memorization of basic math facts. Developing thinking and study skills is an important part of our program. Because we desire to produce students that will think concretely as well as abstractly, an excellent balance of memorization of facts and higher level thinking skills is taught in all subjects. Students receive a well-rounded education with programs such as computers for all grades, Spanish for students in grades 1-8, a Gifted and Talented program (grades 2-8), general music, physical education, and art for all grades, and instrumental music (grades 5-8).

Students have the opportunity to compete against other schools in speech meets, Math Olympics, spelling bees, art festivals, science fairs, and sporting events. Students in grade eight also have the unique opportunity to compete in *We the People....The Citizen and the Constitution*, an educational program funded by the U.S. Department of Education. It is a simulated congressional hearing where students have an opportunity to demonstrate their knowledge and understanding of

the Constitution and the Bill of Rights by testifying before an audience made up of judges, legislators, and attorneys at the Wisconsin State Capitol.

A full extra-curricular sports program is available for students in grades four through eight. Flag football, volleyball, field and track, basketball, and softball teams are offered. Students compete against other private, parochial, and Christian schools in the greater Milwaukee area.

While Country Christian School is well known for its strong academic program, it is also known for its Christian foundation. Bible is a separate subject, but all subjects are taught in light of God's Word and it is integrated into the program. These teachings also carry over into character development. Honesty, integrity, and doing one's best are emphasized. As Country Christian School integrates these characteristics, along with a strong academic program, the result is leaders that will impact our society in a very positive way.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results In Reading and Mathematics

Country Christian School uses a variety of assessments in order to evaluate the progress students make on a yearly basis. The main assessment is the Stanford Achievement Test. It is administered every year to students in kindergarten through the eighth grade. The Stanford Nine Version has been administered for the past several years. However, beginning with the spring of 2003, the Stanford Ten Version was administered. The change was made because the Association of Christian Schools International (ACSI) was no longer making Stanford Nine available. ACSI norms would not be available. Only national norms would be. As a private Christian school, we appreciate seeing how our school compares, not only with public schools, but also Christian schools. These tests enable us to receive this information.

Country Christian School has been very pleased with its testing results. Because of the strong emphasis it places on reading and math beginning in the earliest grades, our students perform very well. They consistently score among the top ten percent of the students nationally according to the Stanford (Harcourt Educational Measurement) cut off guidelines (enclosed in this packet).

Although we are not required to do so by the State of Wisconsin, Country Christian School's third grade students take the Wisconsin Reading Comprehension Test. There are four proficiency levels that students can place in: Advanced (achievement is beyond mastery), Proficient (competent in the content area and the student has mastered the important knowledge and skills), Basic (somewhat competent in the content area and the student has achieved most of the important knowledge and skills), and Minimal (limited achievement in the content area with major misconceptions or gaps in knowledge and skills tested in the academic content area). Students at Country Christian School consistently place almost exclusively within the Advanced and Proficient areas. This demonstrates a very good understanding of reading.

2. How the Assessment Data Is Used To Understand and Improve Student and School Performance

Careful review is made of testing data. The Administrator receives the data and shares it with the teachers. Because it is our desire to see our students achieve to their fullest potential, individual classes are tracked to assess their performance. We seek to determine whether or not there are patterns which may indicate a weakness with the curriculum. The staff will discuss this in depth. We realize that testing data provides a very important “snapshot” of the school. However, we seek to gain further input from the staff that works with the children on a daily basis.

Although Country Christian School has a plan for curriculum review each year, it may be necessary to alter that if it is determined there is a need to do so. If it is determined that there is an area of the curriculum that needs to be improved, we feel that it is in the best interest of all not to wait until that subject comes up for review at a future point. Testing data enters into this decision.

In addition to reviewing how the class as a whole performed, the staff reviews the testing data to see how individual students have performed. We want to know if each student is making at least one year’s progress academically. If not, we will seek what the reason might be. Conferences may be scheduled with the parents to discuss this further.

3. How the School Communicates Student Performance To Parents, Students, and the Community

All parents with students in kindergarten through the eighth grade receive a copy of the Stanford Achievement Test results for their children. Parents of third graders also receive the Wisconsin Reading Comprehension Test results. An explanation of terms is provided to parents to help them understand the meaning of the data. This information enables them to comprehend how their children are performing. An invitation is also extended to families to contact the school if they have any additional questions.

The staff reviews the testing data to see how individual students have performed. We want to know if each student is making at least one year’s academic progress. If not, we will seek to determine what the reason might be. Conferences may be scheduled with the parents to discuss this further.

In addition to the staff, Country Christian School has a Curriculum Committee composed of parents who have an interest and/or expertise in the area of curriculum. They meet with the administration, evaluate the data, and discuss it. It is very helpful to obtain input from our school families whose children are directly impacted by the curriculum.

The input given by the staff and Curriculum Committee is shared with the Country Christian School Board. As the final decision-making body for the school, it is important that this group be aware of our strengths and weaknesses.

Because of its excellence, Country Christian School seeks to inform the public of its student performance. At the beginning of each school year there is a Parent Orientation/Open House. The school-wide results are shared at this time. The information is also reported in our school brochure. The data is oftentimes published in local newspapers when they do a story pertaining to area-wide school scores. Student performance publicized in local newspapers will also include the Honor Roll for grades five through eight and other areas of academic achievement (spelling bees, science fairs, art festivals, musical concerts, sports, etc.).

4. How the School Will Share Its Successes With Other Schools

Country Christian School has the opportunity to share test results with other schools in a variety of ways. Periodically, local newspapers seeking to list test results from area schools will contact us. Various schools view this information. Information is also listed in our brochures and Christian schools oftentimes request copies of these brochures, especially as they seek to update their own.

Country Christian School teachers interact with other public and private teachers at teacher conventions and seminars they attend. As they talk with these teachers, curriculum and test scores will frequently be discussed.

Because our school administrator has been the Wisconsin state representative to the Association of Christian Schools International (ACSI) for the past sixteen years, administrators from many parts of the Midwest will frequently contact him regarding our curriculum and test scores. They will occasionally inquire as to why we do so well academically.

PART V – CURRICULUM AND INSTRUCTION

1. CURRICULUM

Country Christian School is well known in the area for its strong curriculum. The school stresses a traditional program, while also emphasizing higher level thinking skills and problem solving. Math is an area that our students excel in. A traditional program is at the core. We believe that students must first learn their basic math facts. Therefore, time is spent in school reaching that goal. This is accomplished by use of flash cards, speed drills, math games, etc. Problem solving is stressed, especially in the intermediate and middle school years because it is the true application of their math abilities.

Writing is an area that receives much attention at Country Christian School. Students are given the opportunity to write beginning in kindergarten. While it is important for students to write creatively without concerns regarding every grammatical error made, they are encouraged to proofread, correct their finished product, and be neat. As a school, we feel it is very important

that others be able to read what is written and that the product be something they can be proud of.

Public speaking is an area that is of great importance. Therefore, students have many opportunities to develop this area. It is very common for them to participate in chapel presentations and Christmas programs, do programs for parents in the classroom, as well as participate in the statewide ACSI Speech Meet. These opportunities provide our students with a way to develop poise as they stand before the public.

Science is an important area and our students have opportunities to not only learn from the textbook and teacher notes, but through experiments. Participation through a hands-on approach helps the experience become more meaningful. Students also take part in science fairs. Projects are judged and then put on display for an evening Open House that people attend. The top winners are submitted to the ACSI Science Fair for a statewide competition.

Foreign language is taught beginning on the first grade level. On the elementary level, students receive instruction one day per week. However, by the time they are in middle school, instruction occurs three times per week for students in grades seven and eight. The equivalent of Spanish I is covered in those grades. Therefore, students may have the opportunity to test out of Spanish I when they reach high school.

Art and music (general and instrumental), as well as physical education classes are areas that all students participate in. There are special teachers for grades one through eight teaching the subjects. The programs are outstanding. Artwork is exhibited and has been entered in area art contests throughout the community and at teacher conventions. Our music students perform, not only at our school, but also for various community groups and in parades.

While stressing a traditional education, technology is a key area of the school program in developing well-rounded students. We have a computer lab with twenty-six networked computers. Students attend computer classes twice per week and also utilize them in their own classroom. Every classroom also has between two to three computers in it.

Our program is a well-rounded one and local high schools have often commented how well prepared our students are.

2. Reading Curriculum

The reading program at Country Christian School has been a key to the school's growth. The school has an excellent reputation in the community for producing strong readers. Our kindergarten lays a solid foundation utilizing phonics as the core of the reading program. Knowing how to decode words results in strong, confident readers. Reading comprehension is also stressed on that level. This program is continued throughout the grades. Because there is an emphasis on reading, it enables students to do well in the various subjects.

Not every word in the English language is phonetic. Therefore, students need to learn sight words as well. However, it is our belief that many schools have swayed too much in that direction to the

detriment of phonics instruction. Giving students the key to decode words results in strong readers. It is very rare that a student graduates from kindergarten without the ability to read paragraphs and stories fairly fluently as well as have the ability to tell what the story was about.

It is Country Christian School's desire to produce students who enjoy reading. Therefore, one of the new programs instituted at the school in the 2003-04 school year is a period of time ranging from 45 minutes for students in the younger grades to 1½ hours in the older grades for students to stop everything and read. Much of the time is spent reading individually but parents are also invited to some grades to share stories with students. This program has resulted in great enthusiasm and will be repeated once per quarter.

3. Another Area of the Curriculum Relating To the School's Mission Statement

Bible class is an area of great importance to the program at Country Christian School. It is not just taught as a religion class or an academic subject. A relationship with God is stressed. The Bible is at the core of the total program. All subjects are integrated and taught in light of God's Word. It is our desire to not only teach our students academic content, but also how to live according to the teachings in the Bible.

Our Bible classes consist of a Bible curriculum, memorization and application of Scripture, and seeking opportunities to reach out to our community. Students are also taught the importance of acting in such a manner that will bring honor to Christ. Honesty, integrity, working to our fullest potential, etc. are attributes that are encouraged.

The school's mission statement is as follows:

"The mission of Country Christian School is to provide an exemplary education from a Christian perspective that prepares our students to live in a manner that will bring glory to God and make an impact on our world."

There is no doubt that the strong quality educational program our students receive, coupled with strong personal characteristics, will provide employers with the type of employees they desire. We truly believe that our students will also rise up to be the leaders our country is in need of.

4. Different Instructional Methods Used To Improve Student Learning

Realizing that students learn in a variety of ways, Country Christian School seeks to use various teaching strategies in its program. We have students that are visual, auditory, and kinesthetic learners. We desire to incorporate as many teaching strategies as possible into our lessons. This is seen, for instance, in our math instruction as students listen to the lesson presented by the teacher. There is also opportunity to work at the board or at their desks, use manipulatives, and play games. While our reading program stresses phonics as a primary method, individual differences are allowed for. In some rare cases, sight words may be the primary method used for

some. Students also learn their letters and sounds in a variety of ways, including having the opportunity to trace them in sand if necessary.

In order to stress higher level thinking skills, Bloom's Taxonomy is utilized at Country Christian School. There are various levels with increasing complexity: Level I: Knowledge; Level II: Comprehension; Level III: Application; Level IV Analysis; Level V: Synthesis; Level VI: Evaluation. Teachers seek to utilize the various levels in their classrooms. Use of Bloom's Taxonomy enables the teachers to individualize instruction. The class may be studying a common topic but students can work on projects on various levels according to their abilities. Teachers are held accountable for using Bloom's Taxonomy. Occasionally, during faculty meetings they are told to report on how they are utilizing it. This has been very helpful in meeting the varying needs of the student body.

Teachers will oftentimes stay to work with students after school or during lunchtime. They can individualize instruction as needed for each student by doing this. Parents have often commented how pleased they are with all the extra effort teachers put into working with their children. They are willing to do anything to help a child succeed.

5. The School's Professional Development Program and Impact on Improving Student Achievement

It is very important for teachers to continue to grow and learn new ideas. As the ideas are brought into the classroom, children are the recipients of a richer education. Teachers at Country Christian School have the opportunity to grow in a variety of ways. Every year our staff attends the ACSI Teacher's Convention in Minneapolis. This two day series of workshops and keynote speaker sessions enable the teachers to gain new ideas. There are a great variety of sessions to chose from that are very practical. There is also free time built into the schedule that enables teachers from various schools to interact with each other and share ideas. Because our staff stays overnight, they have extra opportunities to also share ideas with each other.

Built into our budget is an amount for teachers to attend workshops throughout the year that will enable them to grow and become better teachers. Oftentimes, our school will send two teachers together so that they can discuss the ideas learned. When they return to school, they share what they have learned with their fellow staff at a faculty meeting. This enables all the teachers to benefit from what has been learned.

Occasionally during the year we will have speakers come to speak to the teachers during one of their in-service meetings. These speakers oftentimes speak on topics that will directly impact the learning that goes on in the classrooms.

As teachers have gleaned new ideas from a variety of sources, students have benefited and it has resulted in further student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

Private school association(s): Association of Christian Schools International (ACSI)
Wisconsin Council of Religious and Independent Schools (WICRIS)

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

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.) **As per phone conversation with Mr. McTighe, I was told to put in 2003-04 rates. The 2001-02 date was printed on the form in error.**

$\frac{\$3,243.00}{K}$	$\frac{\$3,390.00}{1^{st}}$	$\frac{\$3,390.00}{2^{nd}}$	$\frac{\$3,390.00}{3^{rd}}$	$\frac{\$3,390.00}{4^{th}}$	$\frac{\$3,390.00}{5^{th}}$
$\frac{\$3,390.00}{6^{th}}$	$\frac{\$3,390.00}{7^{th}}$	$\frac{\$3,390.00}{8^{th}}$	$\frac{\$ NA}{9^{th}}$	$\frac{\$ N/A}{10^{th}}$	$\frac{\$ NA}{11^{th}}$
$\frac{\$ N/A}{12^{th}}$	$\frac{\$ \text{Other}}{\text{Other}}$				

2. What is the educational cost per student? \$4,193.00
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ 800.00
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 6.2%
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 28%

PART VII - ASSESSMENT RESULTS: Stanford Achievement Test

Testing month	2002-2003 April Stanford 10	2001-2002 April Stanford 9	2000-2001 April Stanford 9
Grade 8			
Reading	82	83	78
Mathematics	80	86	83
Number of students tested	19	16	17
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 7			
Reading	79	79	77
Mathematics	78	80	85
Number of students tested	22	22	17
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 6			
Reading	86	84	85
Mathematics	89	87	91
Number of students tested	30	22	22
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 5			
Reading	79	77	78
Mathematics	80	84	80
Number of students tested	22	33	24
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 4			
Reading	86	71	73
Mathematics	89	81	75
Number of students tested	23	22	32
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

	2002-2003	2001-2002	2000-2001
Testing month	April	April	April
Grade 3	87	81	77
	86	88	89
Number of students tested	23	23	23
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 2			
Reading	75	89	84
Mathematics	75	91	89
Number of students tested	23	25	25
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade 1			
Reading	89	94	96
Mathematics	91	85	89
Number of students tested	28	21	25
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Grade K/5			
Reading	94	97	95
Mathematics	90	96	86
Number of students tested	30	32	25
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0



Group Report | COUNTRY CHRISTIAN

National Comparison

GRADE: 08
TEST DATE: 04/03

DISTRICT: ACSI

Subtest and Totals	Number Tested	Mean Number Correct	Mean Scaled Score	National Individual PR-S	Median Grade Equivalent	National Grade Percentile Ranks							
						1	10	30	50	70	90	99	
Total Reading	19	69.5	714	82.7	PHS								
Reading Vocabulary	19	25.4	728	78.7	10.5								
Reading Comprehension	19	44.1	710	83.7	PHS								
Total Mathematics	19	52.6	713	80.7	12.5								
Mathematics Problem Solving	19	28.9	704	74.6	11.1								
Mathematics Procedures	19	23.6	729	84.7	11.7								
Language	19	41.2	711	84.7	11.5								
Language Mechanics	19	20.2	709	79.7	12.2								
Language Expression	19	21.0	718	84.7	11.4								
Spelling	19	31.2	704	78.7	11.8								
Science	19	24.4	687	73.6	10.4								
Social Science	19	25.2	695	78.7	12.5								
Listening	18	28.8	681	76.6	PHS								
Thinking Skills	18	140.9	698	78.7	11.6								
Basic Battery	18	221.4	INA	79.7	PHS								
Complete Battery	18	270.2	INA	78.7	PHS								

About This Group's Performance:

This group recently took the *Stanford Achievement Test, Tenth Edition* (Stanford 10). This test is one measure of their achievement. This report describes the performance of the typical student in this group compared to students in the same grade across the nation. The Battery scores provide an overall indication of this group's performance. The typical student in this group scored in the upper range for the grade, which means that group performance was Above Average. The chart below shows this group's performance in each subject area tested.

Clusters	Number of Items			Percent in Each			Clusters	Number of Items			Percent in Each			
	Below Avg	Avg	Above Avg	Below Avg	Avg	Above Avg		Below Avg	Avg	Above Avg	Below Avg	Avg	Above Avg	
Reading Vocabulary	30	42	58	0	47	47	P	Mathematics Procedures (cont.)	16	0	26	74	0	37
Synonyms	12	47	53	0	47	53	P	Computation/Symbolic Notation	16	5	47	47	0	63
Multiple Meaning Words	9	53	53	0	47	53	P	Thinking Skills	18	0	32	68	5	42
Context Clues	9	74	21	0	63	37	P	Language Mechanics	24	0	53	47	0	21
Thinking Skills	18	63	37	0	32	68	C	Capitalization	8	0	42	58	0	63
Reading Comprehension	54	0	32	0	37	63	C	Usage	8	5	79	16	0	37
Literary	18	0	32	0	37	63	C	Punctuation	8	5	26	68	0	42
Informational	18	0	32	0	37	63	C	Language Expression	24	0	42	58	0	42
Instructional Understanding	18	0	37	0	37	63	C	Sentence Structure	10	0	32	68	0	58
Interpretation	20	0	37	0	37	63	C	Prewriting	5	0	32	68	0	58
Interpretation	20	0	37	0	37	63	C	Content Style/Organization	10	0	32	68	0	58
Critical Analysis	14	0	37	0	37	63	P	Thinking Skills	12	0	53	47	0	63
Strategies	10	0	32	0	32	68	P	Spelling	40	0	53	47	0	63
Thinking Skills	44	0	26	0	26	74	P	Phonetic Principles	12	0	53	47	0	63
Mathematics Problem Solving	48	0	53	0	53	47	C	Structural Principles	12	0	53	47	0	63
Number Sense & Operations	18	0	68	0	68	32	C	No Mistake	9	0	79	21	0	33
Patterns/Relationships/Algebra	9	0	53	0	53	47	C	Homophones	9	5	32	63	0	44
Data, Statistics & Probability	9	0	47	0	47	53	C	Science	40	0	58	42	0	44
Geometry & Measurement	12	0	53	0	53	47	C	Life	11	5	37	58	0	39
Communication & Representation	16	11	63	26	63	26	C	Physical	11	5	79	16	0	50
Estimation	10	0	53	0	53	47	C	Earth	11	11	32	58	0	50
Mathematical Connections	18	0	58	42	58	42	C	Nature or Science	7	21	68	11	0	50
Reasoning & Problem Solving	18	0	58	42	58	42	C	Models	14	16	47	37	0	50
Problem Solving	44	0	58	42	58	42	C	Consistency	13	5	58	26	0	50
Mathematics Procedures	32	0	26	74	26	74	P	Thinking Skills	24	5	53	42	0	50
Computation with Decimals	10	0	52	63	52	63	P	Thinking Skills	24	5	53	42	0	50
Computation with Fractions	14	0	26	74	26	74	P	Thinking Skills	24	5	53	42	0	50
Computation with Integers	8	0	63	32	63	32	C	Thinking Skills	24	5	53	42	0	50

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