

# 2006-2007 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. Scott C. Jones  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 3161 Santa Barbara Boulevard  
(If address is P.O. Box, also include street address.)

Naples Florida 34116-7424  
City State Zip Code+4 (9 digits total)

County Collier State School Code Number\* 0424

Telephone ( 239 ) 455-1080 Fax ( 239 ) 455-5225

Web site/URL www.NaplesChristianAcademy.com E-mail jones@ncanaples.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\* N/A  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. ( ) N/A

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.

N/A Date N/A  
(Superintendent's Signature)

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

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.

\_\_\_\_\_  
(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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
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**

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**All data are the most recent year available.**

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

1. Number of schools in the district:       N/A   Elementary schools  
    Middle schools  
    Junior high schools  
    High schools  
    Other
- 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.   4   Number of years the principal has been in her/his position at this school.
- N/A   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	37	28	65	7	5	11	16
K	10	9	19	8	4	12	16
1	10	10	20	9			0
2	7	7	14	10			0
3	9	9	18	11			0
4	12	9	21	12			0
5	9	10	19	Other			0
6	2	10	12				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>220</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>87</u>         | % White                          |
| <u>2</u>          | % Black or African American      |
| <u>9</u>          | % Hispanic or Latino             |
| <u>1</u>          | % Asian/Pacific Islander         |
| <u>1</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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: 4%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	2
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	8
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	10
<b>(4)</b>	Total number of students in the school as of October 1	227
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	0.044
<b>(6)</b>	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 3%  
7 Total Number Limited English Proficient

Number of languages represented: 1  
Specify languages: Spanish

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

Total number 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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.



## **PART III - SUMMARY**

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Naples Christian Academy is a small, coeducational, interdenominational, independent, PK-8 school founded in 1973. The Academy is focused on guiding hearts, inspiring minds, and shaping lives as outlined in the mission: Naples Christian Academy exists to partner with parents to develop students with hearts impassioned to love God, minds disciplined to think biblically, and hands prepared to serve. The Academy is committed to educational excellence and spiritual truth and its educational program is designed to encourage students to know God, to enable students to identify and use their own abilities, to engage students in rigorous academic inquiry, to expect students to achieve a high level of academic excellence, and to equip students to be leaders who transform culture. The Academy currently enrolls 220 students on an eleven-acre campus near the city of Naples in Southwest Florida.

The Academy is fully accredited by the Association of Christian Schools International (ACSI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI). The Academy is also recognized by the Florida legislature as a Gold Seal school. Teachers are expected to pursue and maintain professional certification from ACSI as well as the State of Florida. Academy teachers are engaged in professional growth by pursuing additional education and advanced degrees. In addition, several teachers have attained National Board Certification. Teachers have been recognized through various awards and honors for their outstanding dedication to excellence in education.

The Academy is distinctive among religious schools in that it is independent and is not affiliated with any church, parish, or denomination. Unlike most Christian schools, which receive a large percentage of their support from a church or larger religious body, the Academy is self-funding and depends upon tuition revenue as well as the generosity of friends, foundations, and other donors for annual support. The Academy has an independent board of trustees, consisting of community and business leaders. Staff and families from a wide variety of religious backgrounds add to the unique character of the Academy.

The Academy's philosophy of education is that successful education involves a close partnership between the parent and the school. Parents are the primary educators of their children and the school's role is to assist parents in this important process. One full-time administrator is devoted to strengthening the home-school partnership by fostering strong communication and developing programs and opportunities to connect parents with the school and its educators. A volunteer coordinator is devoted to working with parents in a program that involves matching every parent in the school with specific opportunities to serve the school.

The Academy's curriculum is based on the Florida Sunshine State Standards and is organized into integrated thematic units, all of which contain components of biblical integration. Though the state's grade level expectations set high standards of academic performance, the Academy expects students not only to meet these standards but also to exceed them. The Academy's curriculum is intended to educate the whole child. Curricular and extra-curricular programs such as mission and community service, related arts, leadership development, scholar bowl, athletics, and music provide opportunities for the faculty to develop not only the intellectual but also the emotional, social, and spiritual aspects of each child.

The Academy has a history of producing graduates who succeed academically, socially, and spiritually in high school and beyond. Alumni of the Academy are leaders and thinkers who impact their communities and the culture. The Academy has been successful in its effort to guide hearts, inspire minds, and shape lives of preschool, elementary, and middle school children for nearly thirty-five years and plans to continue to be devoted to student learning through ongoing school improvement.

# PART IV – INDICATORS OF ACADEMIC SUCCESS

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## 1. Assessment Results

The students at Naples Christian Academy take the Harcourt *Stanford Achievement Test, Tenth Edition*, each spring. The Stanford 10 is a norm-referenced achievement test, which means a student's scores describe how well he or she did on the test compared with other students in the same grade across the nation who took the test at approximately the same time during the school year. The test results are used to evaluate overall and specific strengths and weaknesses within the school's instructional program.

The Stanford 10 Reading subtests measure phonemic awareness, decoding, phonics, vocabulary skills, and comprehension. The Mathematics subtests measure number sense and operation, patterns and relationships, estimation, measurement, algebra, geometry, reasoning, and problem solving.

The Stanford 10's norm-referenced scores include scaled scores, percentile ranks, and stanines. A scaled score can be used to show how much a student has progressed from one year to the next within a particular subject area. Percentile ranks show the percentage of students in the comparison group whose scores were equal to or lower than the student being tested. For example, an NPR (national percentile rank) of 67 means that student has done as well or better than 67% of the group to which he or she is being compared. Stanines range from a low of 1 to a high of 9. Stanines 1, 2, and 3 are below-average scores; stanines 4, 5, and 6 are average scores; and stanines 7, 8, and 9 are above-average scores.

Assessment results from 2001-2006 reveal that, on average, nearly 80% of the students at the Academy annually score above the national 50<sup>th</sup> percentile in the areas of Reading and Math when compared with other students who take the same test. For the past three years the Academy's eighth grade student test scores have been in the top 10% of schools in the nation in both Reading and Math. Students at other grade levels have also ranked in the top 10% nationally.

The following table shows a performance comparison with the state and local county schools in the area of reading comprehension over the last two years.

### Reading Comprehension

	State of Florida		Collier County		Naples Christian Academy	
	Median NPR		Median NPR		Median NPR	
Grade	2005	2006	2005	2006	2005	2006
3	50	61	50	58	63	68
4	55	70	55	69	76	73
5	61	69	63	70	68	73
6	54	67	53	67	74	59
7	56	65	55	64	73	78
8	67	65	66	64	68	69

NPR – National Percentile Rank

State of Florida and Collier County scores are from the Norm-Referenced Test (NRT) portion of the FCAT, which is a secure form of the Stanford 10. <http://www.firn.edu/doe/sas/fcat/nrinfo.htm>

## **2. Using Assessment Results**

Naples Christian Academy uses assessment results to monitor student progress and achievement and to drive instruction. The Academy has recently been able to use the norm-referenced data from the Math Problem Solving and Reading Comprehension subtests to compare test results to county and statewide public schools. Academy scores in 2005 and 2006 on these subtests were above local and state averages in almost every grade level. At the same time, this data revealed specific areas and grade levels on which to focus improvement efforts.

In addition to the Stanford 10, the Academy also obtains assessment data by means of varied and authentic assessment and focused observation in the classroom. This includes ongoing reading assessment in the primary and elementary grades through the Developmental Reading Assessments (DRAs), running records, fluency checks, and the maintenance of writing portfolios. The Flynt-Cooter Reading Inventory is used as an additional assessment tool at the elementary level.

Teachers and administrators use assessment data to guide classroom planning and instruction and to bring about school-wide improvement. A School Improvement Committee was formed in 2005 for the purpose of drafting and launching the Academy's "Vision for Excellence" program. This program began with a careful study of assessment results. Administration and leadership teams have subsequently sought and obtained a variety of curriculum tools and enhancements to improve individual and differentiated instruction. The use of Thinking Maps, leveled readers, and the pursuit of a top-notch literacy library demonstrate the emphasis on writing and literacy instruction. Further, assessment data helps the Academy achieve its objective of teaching all students at their respective instructional levels. In addition, assessment data is used to plan yearly in-service topics and staff development. Finally, the data plays a large role in the ongoing development of curriculum maps and instructional focus calendars.

## **3. Communicating Assessment Results**

Classroom teachers are the primary communicators of assessment results; therefore, Naples Christian Academy purposely devotes time each year to educating teachers regarding interpreting test results and communicating results to parents. The Association of Christian Schools International (ACSI), together with Harcourt, makes a variety of materials available, such as the video series "Linking Assessment to Instruction" as well as guides for classroom and organizational planning, to help in this endeavor.

Prior to testing, the Academy distributes preview booklets to parents. The booklets contain brief descriptions of each content area, provide sample questions, and give general suggestions for helping children prepare for the test. Following testing, parents receive score reports, information to help them interpret and understand the results, a Student Performance Standards Report, and narrative descriptions about student performance in each content area.

Assessment data is compiled and presented to the Academy's Board of Directors annually. In addition, overall results are shared with the entire parent body through an open letter from the administration. Assessment results are open to the public on the Academy's website.

The Academy emphasizes to parents that while the Stanford Achievement Test provides a good deal of information about their child's achievement at a specific point in his or her schooling, test results are only one source of information. Students are assessed on a regular basis throughout the school year using a wide variety of assessment tools. This assessment information is shared through interim and quarterly reports, parent-teacher communication and conferences, and weekly updates that can be accessed on-line.

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

Naples Christian Academy's kindergarten through eighth grade program is accredited through the Association of Christian Schools International (ACSI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS-CASI). In addition the Pre-K program is accredited by both bodies and has been identified by the Florida legislature as a Gold Seal Quality Care Program. These recognitions provide numerous avenues for sharing success with other schools.

The Academy is active in the private school network in Naples. The Academy is also active in the Naples Area Chamber of Commerce and the Southwest Florida Christian Chamber of Commerce, which has provided opportunities for sharing success with other schools and the community at large. Academy teachers have recently been recognized through honors and awards such as ACSI-Florida Teacher of the Year, the Golden Halo Award for teaching excellence, National Board Certification, and Collier County Man of Distinction (awarded by the Collier County Educational Foundation), each of which provided further occasions to share the Academy's accomplishments.

Academy teachers have shared strategies and best practices in a variety of settings locally and at conferences and conventions. Academy teachers have shared their expertise by serving on ACSI accreditation teams, have hosted visiting teachers and administrators from other schools, and have consulted with other educators in regards to curriculum and instructional planning.

In 2004 the Academy implemented a community service program through which students in each grade level are involved with a community service or charitable organization. The success, structure, and implementation of this mission program won the Academy national recognition as an ACSI "exemplary school" in 2005, providing various opportunities to share this program and the Academy's success.

# **PART V – CURRICULUM AND INSTRUCTION**

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## **1. Curriculum**

Naples Christian Academy’s educational program is designed to educate the whole child, with high academic and moral standards. The curriculum is based on state and national standards. The educational program strives to meet and exceed those standards through the use of varied curriculum, developmentally appropriate practices, and lessons that engage students in rigorous academic inquiry. A strength of the Academy’s curriculum is its purposeful implementation of several instructional programs that provide continuity among all grade levels and create a common language for the entire community of learners.

The Pre-K curriculum lays the foundation for academic success by teaching school readiness and pre-literacy skills through a center-based, thematic program. Students are taught early literacy concepts through quality literature and Bible stories. The Pre-K curriculum is enhanced by weekly instruction in Spanish, music, library, physical education, and technology.

The curriculum in the primary grades focuses on the development of reading, writing, and math skills through biblically integrated thematic units. The Academy takes pride in offering a balanced literacy program, which includes shared and guided reading in order to meet each student’s instructional level. Highly qualified educators instruct students in the five components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. The writing process is taught through extensive teacher modeling, mini-lessons, and daily opportunities for young writers to practice and share their writing with an audience of their peers. The primary math curriculum encourages student exploration, problem-solving, and skill mastery. In all areas of the curriculum students can be found engaging in discussion, working with multi-sensory tools, and learning cooperatively with one another.

The curriculum in the intermediate and secondary grades expands prior knowledge and seeks to engage students in higher order thinking. In the area of literacy, reading skills including vocabulary, fluency, and comprehension are promoted through the use of novel studies, literature circles, and reader’s theater. The writing process is expanded and greater competency in narrative and expository writing is expected. Students are offered an accelerated track for math in the secondary grades. As a result of the challenging academic program, many Academy graduates enroll in and are successful in honors and Advanced Placement courses in high school.

Other core subjects of the Academy’s curriculum include social studies, science, and Bible, all of which are taught through integrated thematic units. Integration helps students connect information from all content areas, thereby increasing student understanding and learning. Technology is part of the curriculum in every grade level and is integrated into core subject areas. Spanish is a core subject at the middle school level.

A strong related arts program including art, music, library, physical education/health, and Spanish instruction for all students enhances the core curriculum. The related arts curriculum strives to support and extend classroom learning through integrating concepts and themes from core subjects to the related arts. Visual art and music classes also allow students to showcase their talents through juried shows and musical performances at school and community events.

The curriculum at the Academy is enhanced by numerous off-site learning experiences that provide opportunities for enrichment, application, real life interactions, and the development of higher level thinking skills. For example, the fourth grade takes a trip to St. Augustine in conjunction with a unit on Florida history, the fifth grade ventures to Sea Camp in the Florida Keys as part of an oceanography unit, and the seventh grade travels to Washington, D.C., to get a first-hand look at American government.

## **2a. (Elementary Schools) Reading**

Naples Christian Academy's balanced literacy reading program was selected based on research findings indicating the most successful way to teach children to read. The program emphasizes the five components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. The Academy chose a program where students receive effective instruction in all five areas.

Ongoing assessment drives the instruction and allows the teacher to address each student at his or her instructional level. As research-based assessment tools are used to measure each student's progress the reading program then emphasizes direct, systematic, explicit instruction. National and state standards are followed closely to ensure academic success and are supplemented with school-developed grade level focus calendars.

The Academy's elementary students develop a strong foundation of reading skills in a literacy-rich environment. Pre-K students engage in creative phonological activities with songs, poetry, language-developing activities and learning centers. Strong phonics instruction and a literature-rich environment help Kindergarten and first grade students develop a love of reading. Second and third grade classes emphasize reading fluency and development of strong comprehension skills. Fourth and fifth grade students read from a variety of genres and engage in reading activities that enrich and enhance vocabulary.

Other components that support the balanced literacy approach to reading are the Scholastic Reading Counts program and Family Literacy Night. Reading Counts enhances the reading program with the opportunity for students to gain "reading mileage" through independent reading. Family Literacy Night was developed to give the parents the opportunity to understand the reading process and learn effective reading methods to use at home. During this event, reading strategies, phonics, and comprehension activities were modeled for the parents.

## **2b. (Secondary Schools) English**

Naples Christian Academy's Literature and Language Arts curriculum use a consistent spiraling and application of skills instruction. Students in grades 6-8 receive 50 minutes of daily instruction in Literature and an additional 50 minutes of daily instruction in Language Arts, which focuses on writing and grammar.

Middle school students are encouraged to cultivate a life-long love of literature, and are exposed to timeless classics as well as contemporary literature. Through the study of literature, students are equipped to appreciate the value of reading as a life-long skill, respond critically and creatively to the varied genres of literature, understand story elements, identify and apply literary terminology, use personal perspective in response to literature, build vocabulary, and use journal writing to enhance understanding. Preview, literary analysis, and reading strategies are used to increase comprehension, develop word analysis skills, and develop fluency through consistent instruction. Small class size allows for individualized attention from the classroom teacher and differentiated instruction when needed.

Instruction in language arts involves a variety of grammar learning activities and addresses multiple writing domains, helping students to establish a firm linguistic foundation, to make connections to literature, and to develop expertise in the writing process. Thinking Maps strategies provide a common targeted focus for the writing program.

### **3. Additional Curriculum Area**

Naples Christian Academy's mission of developing hearts impassioned to love God, minds disciplined to think biblically, and hands prepared to serve could not come to fruition without the essential teaching of a comprehensive Bible curriculum. The Academy's Bible curriculum is focused on teaching students to think critically about their faith, their values, and the world around them. It is essential that students are able to defend their faith, and not simply to recite doctrine. The Bible curriculum includes teaching about the history of the church and includes community service and character-building components.

Every Academy student is engaged in a class community service or mission project that allows the ministry of the Academy to stretch beyond the walls of the school building and to impact the community, the nation, and the world. The culmination of the community service learning is an eighth grade mission trip to Costa Rica in which students share their faith through acts of service. This experience challenges students to apply their faith and encourages them to interact with and appreciate a culture different from their own.

In addition to community service, the Bible curriculum is also focused on character building. Through age appropriate Bible teaching, students develop a concept of God and of humanity that ultimately shapes their values and character. Character traits such as honesty, perseverance, patience, integrity, and humility are taught as part of the Bible curriculum and are modeled by faculty and staff.

At the Academy this living out of biblical teaching in all areas of life is referred to as biblical integration. Although Bible curriculum is taught as a core subject, biblical truth is woven into all academic areas so that students learn to apply their faith to all subject areas. It is because of the development of this type of critical thinking that students at Naples Christian Academy today will become the leaders of tomorrow.

### **4. Instructional Methods**

Instructional methods that target the "whole child" as a learner and thinker are an integral part of Naples Christian Academy's identity. The Academy operates under the premise that creative, engaging, and research based instructional methods will insure optimum learning. Much effort has gone into creating a "common language" of teaching and learning throughout all grade levels. This is particularly evident in the implementation of Thinking Maps which help learners at all grade levels engage in higher level reasoning, yet are concrete and visual to help meet the needs of a variety of learners. This program is used across the curriculum and training has been a high priority in staff in-service development.

Students at the Academy are assessed in thorough and creative ways, and assessment results drive instructional methods. Differentiated instruction is planned based on assessment data and children are taught at their level in both small group and whole group situations. A variety of learning styles are addressed through such methods as hands-on exploration and inquiry, center-based activities, role-playing, manipulatives, literacy centers, and animated discussion and lecture. At all levels, teachers celebrate student success. There is a high level of parent participation in classrooms and an overall atmosphere in which young thinkers are actively engaged in the educational process. Ongoing assessment and standards-based instruction are important for determining the most effective means for students to master concepts. They are also used for evaluating the impact of instruction on each learner.

The Academy offers many off-site, real-world learning experiences for all students such as field trips to theaters, nature centers, and local businesses. Older students take part in various out-of-town field trips. These occasions are always related to the curriculum and provide important teaching opportunities.

## 5. Professional Development

Naples Christian Academy's professional development program begins with the needs of the students. The ongoing assessment of student achievement data is used to target specific areas for increased teacher training. The School Improvement Committee targets areas for academic growth, considers instructional and curricular upgrades, and plans teacher in-service to support those improvements.

Professional development is promoted within the school in many ways. Each school year begins with in-service that clarifies the academic goals for the year and provides tools for meeting them. The Academy designates the first Friday of every month as an early dismissal day in order to provide the teachers with time for additional professional development in the afternoon. A daily common planning time provides teachers in each division the opportunity to meet with each other to assess the needs of students, discuss best practices, review curriculum, strengthen cross-curricular integration, and share new ideas. Further, teachers are provided professional days to attend conferences or seminars and are expected to visit other classes at the Academy and at other schools in order to observe the teaching of other professionals.

Academy teachers participate in professional development workshops and conferences offered by the Association of Christian Schools International (ACSI). The Academy provides compensation for continuing education expenses and incentives for advanced degrees.

The professional development of Academy teachers has had a direct impact on student achievement. Elementary students have increased reading scores and higher-level thinking skills. Middle school students have improved in their writing skills. Academy teachers stay current on researched-based developments in the profession and model lifelong learning for their students.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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*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. Delete if not used.*

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 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$ 6290</u> K	<u>\$ 6290</u> 1 <sup>st</sup>	<u>\$ 6290</u> 2 <sup>nd</sup>	<u>\$ 6970</u> 3 <sup>rd</sup>	<u>\$ 6970</u> 4 <sup>th</sup>	<u>\$ 6970</u> 5 <sup>th</sup>
<u>\$ 7490</u> 6 <sup>th</sup>	<u>\$ 7490</u> 7 <sup>th</sup>	<u>\$ 7490</u> 8 <sup>th</sup>	<u>\$ N/A</u> 9 <sup>th</sup>	<u>\$ N/A</u> 10 <sup>th</sup>	<u>\$ N/A</u> 11 <sup>th</sup>
<u>\$ N/A</u> 12 <sup>th</sup>	<u>\$ N/A</u> Other				

4. What is the educational cost per student? \$ 8900  
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$ 500

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?   7  %

7. What percentage of the student body receives scholarship assistance, including tuition reduction?   20  %

## PART VII - ASSESSMENT RESULTS

### Stanford Achievement Test Scores

#### Naples Christian Academy

Stanford Achievement Test Series  
Tenth Edition, 2003  
Harcourt Assessment, Inc

Scores are reported as percentiles compared to national norms.  
No students are excluded from the test.

#### Grade 8

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March
Total Reading	73	70	75	71
Total Mathematics	82	79	85	70
Number of students tested	17	24	25	18
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0

# Stanford Achievement Test Scores

Naples Christian  
Academy

Stanford Achievement Test Series  
Tenth Edition, 2003  
Harcourt Assessment, Inc

Scores are reported as percentiles compared to national norms.  
No students are excluded from the test.

## Grade 7

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March
Total Reading	76	71	64	69
Total Mathematics	83	83	78	74
Number of students tested	14	22	22	22
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0

# Stanford Achievement Test Scores

Naples Christian  
Academy

Stanford Achievement Test Series  
Tenth Edition, 2003  
Harcourt Assessment, Inc

Scores are reported as percentiles compared to national norms.  
No students are excluded from the test.

## Grade 6

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March
Total Reading	57	75	71	72
Total Mathematics	56	71	78	76
Number of students tested	22	21	22	21
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0

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Naples Christian  
Academy

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Tenth Edition, 2003  
Harcourt Assessment, Inc

Scores are reported as percentiles compared to national norms.  
No students are excluded from the  
test.

## Grade 5

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March
Total Reading	70	70	74	78
Total Mathematics	51	68	77	71
Number of students tested	13	22	20	20
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0

# Stanford Achievement Test Scores

## Naples Christian Academy

Stanford Achievement Test Series  
Tenth Edition, 2003  
Harcourt Assessment, Inc

Scores are reported as percentiles compared to national norms. Certain students identified as needing special accommodations in the classroom were excluded from the test in 2003-2004 and 2005-2006. They were assessed using the same test.

### Grade 4

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March
Total Reading	72	79	72	71
Total Mathematics	79	76	79	73
Number of students tested	15	16	18	22
Percent of total students tested	100	100	100	100
Number of students excluded	2	0	2	0
Percent of students excluded	12%	0	10%	0

# Stanford Achievement Test Scores

## Naples Christian Academy

Stanford Achievement Test Series  
Tenth Edition, 2003  
Harcourt Assessment, Inc

Scores are reported as percentiles compared to national norms.  
Two students identified as needing special accommodations in the classroom were excluded from the test in 2004-2005. They were assessed using the same test.

### Grade 3

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March
Total Reading	65	58	65	62
Total Mathematics	67	54	57	61
Number of students tested	19	16	16	25
Percent of total students tested	100	100	100	100
Number of students excluded	0	2	0	0
Percent of students excluded	0	11%	0	0

# Stanford Achievement Test Scores

Naples Christian  
Academy

Stanford Achievement Test Series  
Tenth Edition, 2003  
Harcourt Assessment, Inc

Scores are reported as percentiles compared to national norms.  
No students are excluded from the test.

## Grade 2

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March
Total Reading	63	60	58	61
Total Mathematics	54	62	49	53
Number of students tested	16	17	11	18
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0

# Stanford Achievement Test Scores

## Naples Christian Academy

Stanford Achievement Test Series  
Tenth Edition, 2003  
Harcourt Assessment, Inc

Scores are reported as percentiles compared to national norms.  
One student identified as needing special accommodations in the classroom was excluded from the test in 2003-2004. This student was assessed using the same test.

### Grade 1

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March
Total Reading	65	70	67	54
Total Mathematics	71	71	82	69
Number of students tested	15	17	15	27
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	1	0
Percent of students excluded	0	0	6%	0