



INSTILLING ACCOUNTABILITY, RESPONSIBILITY, RESPECT

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The mission of C.S. Lewis Academy is to create a dynamic learning environment where students can develop a love of learning through self-critique and self-motivation. An intensive study of literature combined with collaborative effort between parents, student, and educators will empower students to engage in independent and creative thinking, problem solving, and effective communication. C .S. Lewis Academy is committed to developing a diverse school community and instilling values and responsibility, accountability and respect.

C. S. Lewis Academy currently uses K-12 curriculum and has the understanding that the curriculum aligns with Utah state common core requirements. There are resources that are included such as: benchmark, assessments, maps and pacing guides, well aligned to grade level indicators.

With the implemented curriculum there is a need for assessments to be administered regularly to monitor student progress in math and Language Art. Currently C. S. Lewis assessments are MAP (measured academic progress), DIBELS, and CRTs. There is a need to add a variety of assessment measures to have more accurate level of understanding student’s needs.

Professional development in the area of analyzing student assessment data, to determine the level of ability and instruction needed to keep student progressing and appropriately challenged. Training to monitor curriculum and resources to ensure the students’ needs are being met through the curriculum that has been implemented as well as common core standards being met.

Attendance rate is 98.54%

Demographics

Student Population 449 231 Boys (51.56%) 218 girls (48.44%) Distance Students 239
In-Seat 210

Economically Disadvantage 123 students

ELL 7 students

Students with disabilities 72 students

Self-contained 4 students

Student Teacher Ratio/In-Seat

Kindergarten:	1/18	1 teacher and 1 aide
1 st grade	1/15	1 teacher 1 aide
2 nd grade	1/18	1 teacher 1 aide
3 rd grade	1/15	1 teacher 1 aide
4 th grade	1/22	1 teacher 1 aide
5 th grade	1/25	1 teacher 1 aide
6 th grade	1/22	1 teacher 1 aide

CRT SCORE BREAK DOWN			
Test/Year	In seat Students	Distance Students	Combined
Math 2013	70.8%	58%	58%
LA 2013	77.8%	67%	67%
Science 2013	72.8%	49.8%	61%
Math 2012	70%	47%	58.6%
LA 2012	74%	61.4%	67.5%
Science 2012	74%	49%	61%
Math 2011	68%	N/A	N/A
LA 2011	75%	N/A	N/A
Science 2011	71%	N/A	N/A

C.S. Lewis Academy has leveled learning Math and Language Art classes that focus on the students' academic ability level, determined by assessments. The classes are a little over an hour long Monday through Friday. Thirty minutes a day the students are instructed on grade level classes. This type of structure lends itself to low CRT scores due to the fact that

if a student's ability is on a second grade level, yet they are in fourth grade they must take the 4th grade assessment. After implementing the thirty minute instruction on grade level for each of our students we are seeing improvement.

Distance students are not testing as well as In-seat students. However there has been a slight improvement from 2012-12 to 2013-14 school years. When the scores are combined In-seat and distance students' data shows very little improvement.

Another stumbling block that occurred was teacher support of data driven instruction and assessment analysts. Previously teachers at C.S. Lewis Academy did not use data to determine the needs of the students. When the requirement was implemented, some of the teachers were reluctant to use the new method. Those particular teachers have resigned. C.S. Lewis Academy's 2013-14 teachers are on board and have implemented the data driven instruction method. However, training in the area of analyzing data, and preparing lesson plans to accommodate the results of data would be helpful.

Distance learning is a new territory for public schools. It has not been an easy task to accommodate the student needs and state requirements. There really has not been guidance in this area. We are learning as we go.

Although C.S. Lewis Academy has made the decision not to go through the accreditation process, there will be an internal process to determine improvement areas.