

Created: 01/2014



VISION: Building generations of balanced and academically excellent Muslim-American citizens.

Peace Academy Data Profile 2008-2013

Since our initial accreditation in 2009, Peace Academy has focused on creating a system of data-driven improvement in student performance. The data included in this profile was collected from multiple assessments such as the ITBS (Iowa Test of Basic Skills), PSAT (Pre-Scholastic Aptitude Test), and ACT (American College Test). Assessment data was also collected from comprehensive assessments developed by the teacher and aligned with the curriculum and standards. In addition other tests such as K12, DIBELS, and released EOI's were administered. Comprehensive assessments were administered as the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY).

ITBS History at Peace Academy 2004-2013

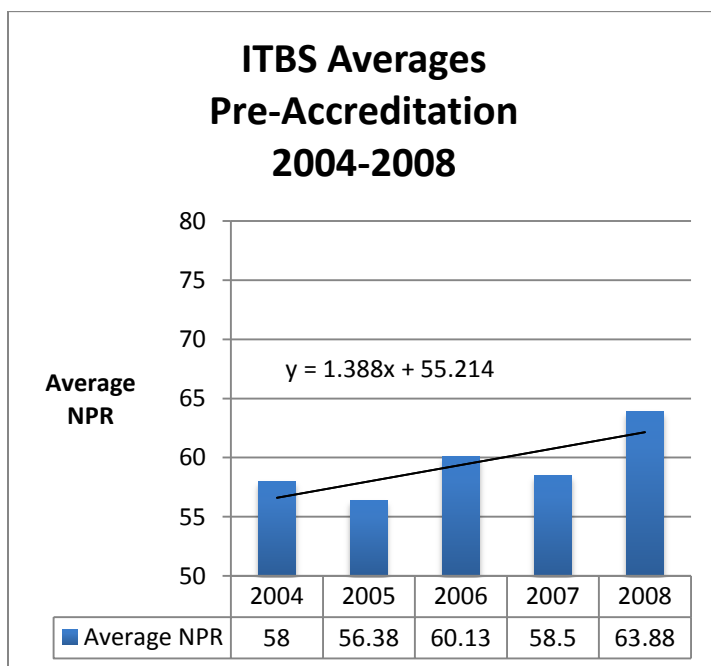


Figure 1: Longitudinal Data 2004-2008

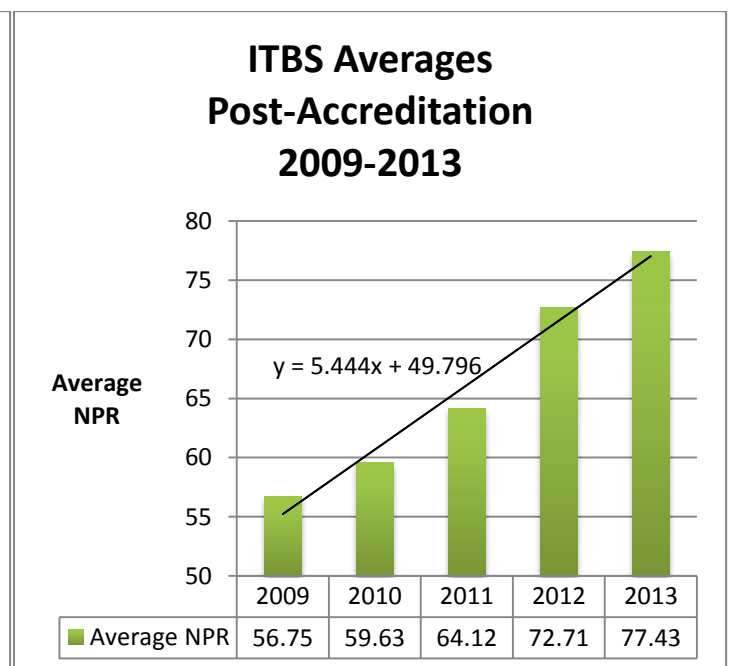


Figure 2: Longitudinal Data 2009-2013

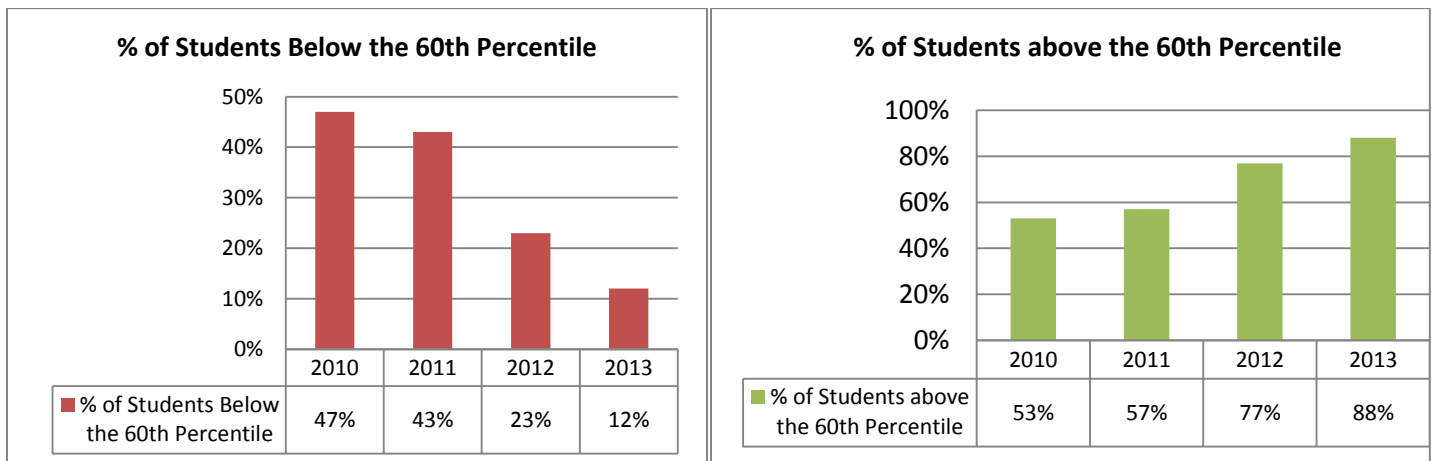
Figure 1 shows the NPR Core Total (Student Norms - National Percentile Rank) data for Peace Academy grades 1-8 from 2004 to 2008. The year-to-year data was inconsistent, going up slightly one year and then down the next. The overall rate of improvement was only 1.38% per year. However, after committing to a system of data-driven systematic improvement, the next five years showed a significantly different improvement slope. Figure 2 shows the improvement curve to be consistently improving with an overall rate of improvement of 5.44% per year. This improvement was consistent across all categories and grade levels throughout the last five years.

The charts and graphs below show a more detailed account of the improvement in grades 1-8. Colors show the progression of a particular grade level's scores, while the rows show the average class scores in each core content area by year. The data at the bottom of the chart shows the calculated percent increase in overall school scores per year.

		Peace Academy IOWA Test Results (System Data)				
		April	April	April	April	April
		2009	2010	2011	2012	2013
1st Grade	Reading	58	57	66	68	75
	Language	63	74	75	78	65
	Mathematics	62	48	60	59	80
	Core Totals	59	58	65	65	71
2nd Grade	Reading	46	53	52	73	72
	Language	43	54	51	61	76
	Mathematics	50	62	49	83	71
	Core Totals	45	55	49	77	73
3rd Grade	Reading	41	49	48	47	61
	Language	38	64	62	69	78
	Mathematics	34	67	72	51	80
	Core Totals	36	59	59	56	73
4th Grade	Reading	57	50	68	63	57
	Language	83	58	88	79	85
	Mathematics	85	56	84	83	71
	Core Totals	77	54	82	76	74
5th Grade	Reading	53	67	50	70	68
	Language	64	78	62	89	90
	Mathematics	61	79	42	84	87
	Core Totals	60	76	53	84	85
6th Grade	Reading	49	46	66	47	67
	Language	59	53	74	74	84
	Mathematics	58	55	78	52	85
	Core Totals	58	50	73	59	82
7th Grade	Reading	46	55	50	72	65
	Language	61	68	63	89	85
	Mathematics	67	72	65	81	73
	Core Totals	58	65	59	84	77
8th Grade	Reading	52	48	66	66	67
	Language	74	69	78	80	87
	Mathematics	53	60	70	65	70
	Core Totals	61	60	73	73	78
Average	Grades 1-8	56.75	59.625	64.125	72.71429	77.42857
		56.75	59.625	64.125	72.71	77.43
%Change			2.9	4.5	8.589286	4.714286

By Class		2009	2010	2011	2012	2013
Class of '23	Reading			66	73	61
	Language			75	61	78
	Mathematics			60	83	80
	Core Totals			65	77	73
Class of '22	Reading		57	52	47	57
	Language		74	51	69	85
	Mathematics		48	49	51	71
	Core Totals		58	49	56	74
Class of '21	Reading	58	53	48	63	68
	Language	63	54	62	79	90
	Mathematics	62	62	72	83	87
	Core Totals	59	55	59	76	85
Class of '20	Reading	46	49	68	70	67
	Language	43	64	88	89	84
	Mathematics	50	67	84	84	85
	Core Totals	45	59	82	84	82
Class of '19	Reading	41	50	50	47	65
	Language	38	58	62	74	85
	Mathematics	34	56	42	52	73
	Core Totals	36	54	53	59	77
Class of '18	Reading	57	67	66	72	67
	Language	83	78	74	89	87
	Mathematics	85	79	78	81	70
	Core Totals	77	76	73	84	78

Figure 4: Longitudinal ITBS data by class year

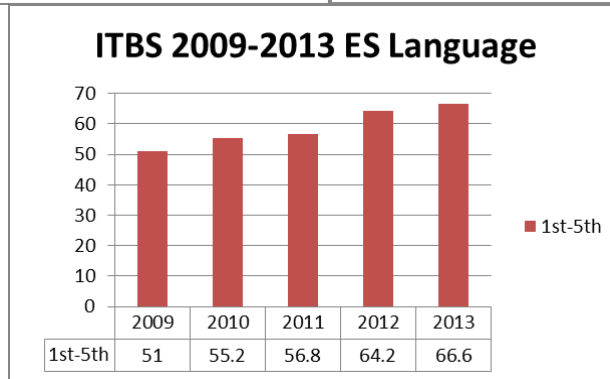
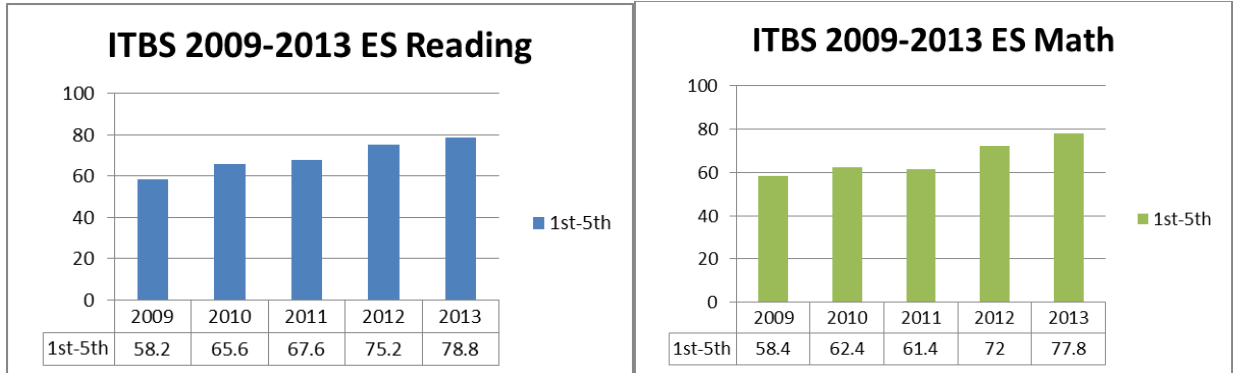


Figures 5 & 6: Percentage of students below and above the 60th percentile

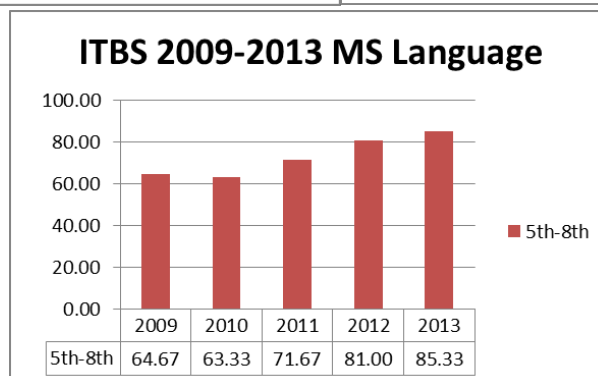
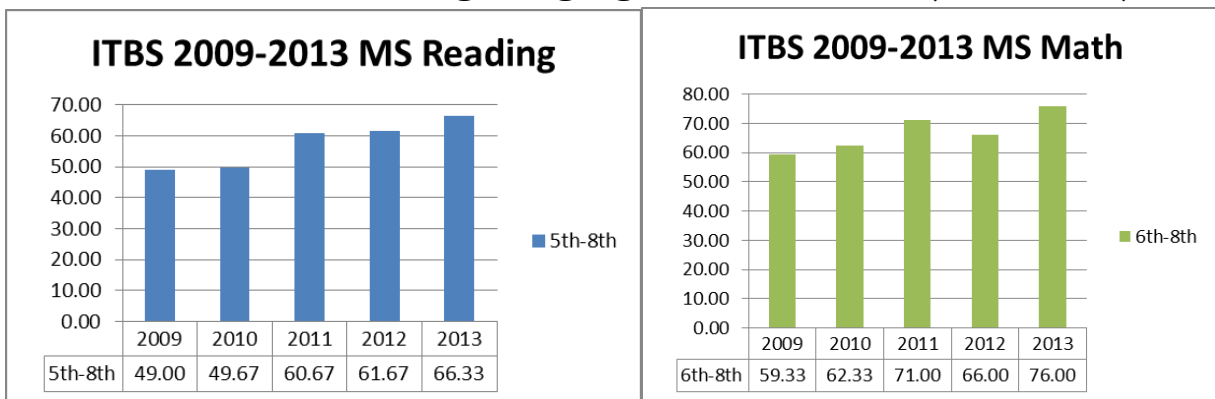
Figure 5 shows the percentage of students in grades 1-8 that were performing below grade level in core subject areas (as measured by the ITBS). Over the last five years this percentage decreased from 47% to only 12%. Figure 6 shows the inverse of this data, with students at or above grade level jumping from 53% to 88% over the five years.

The charts below show the longitudinal data disaggregated by school level (Elementary & Middle School). The positive improvement curve is consistent across all core content areas and all grade levels.

Elementary School Reading, Language, and Math Data (2008-2013)

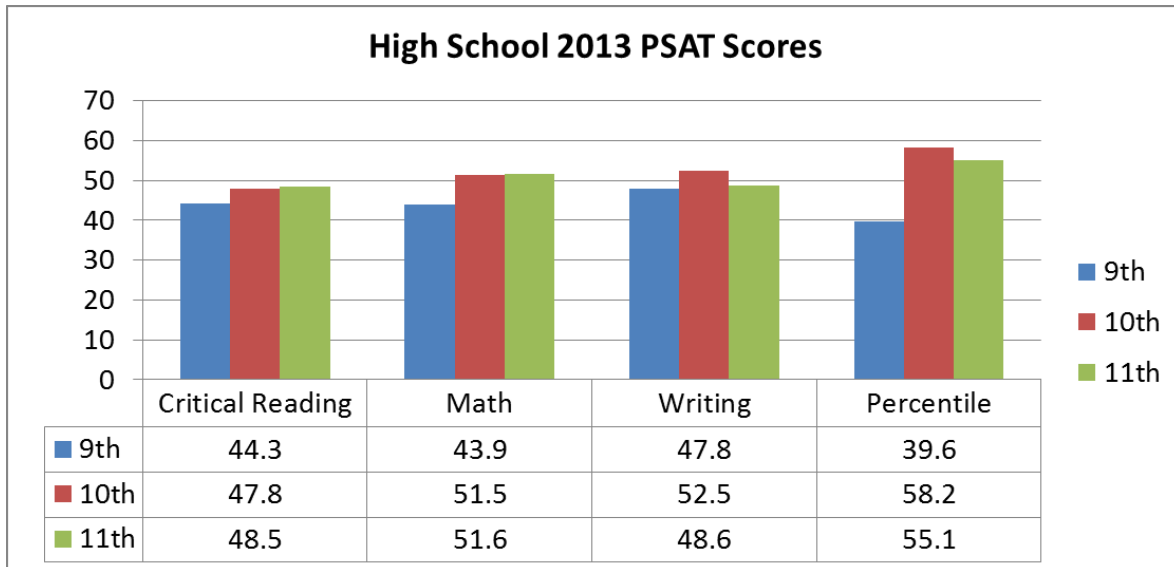


Middle School Reading, Language, and Math Data (2008-2013)

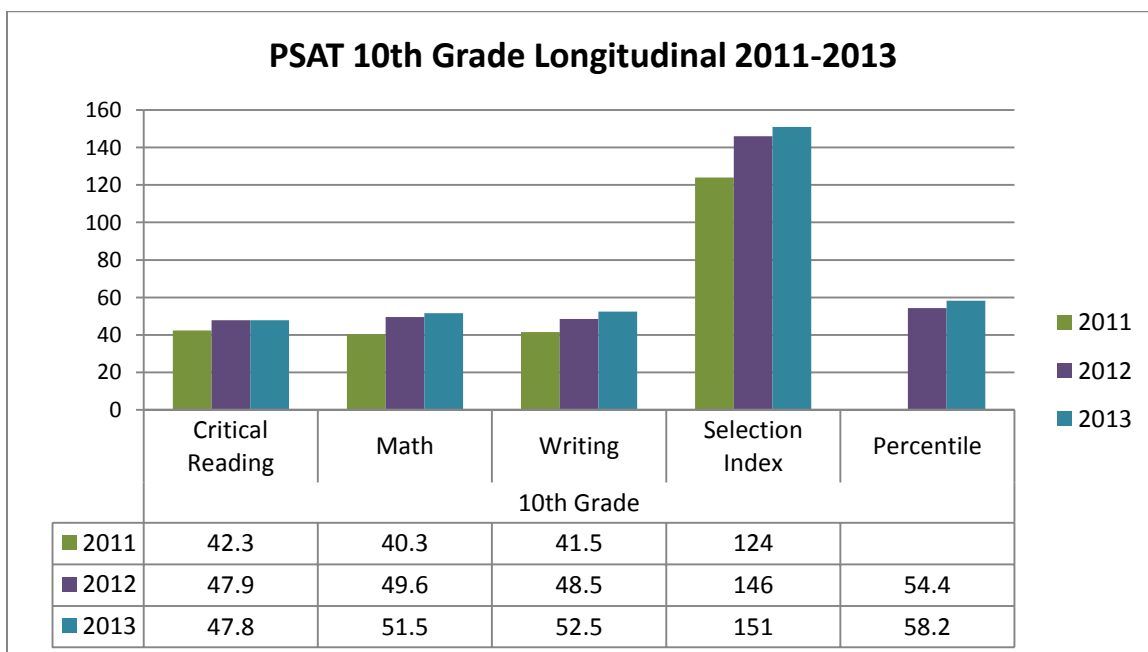


The following data was compiled from students in the High School program at Peace Academy. It includes data from the PSAT and ACT.

PSAT: The PSAT is administered to 9th, 10th, and 11th Grade students at Peace Academy. While 9th grade students do not normally take the PSAT, as they are not fully prepared for the material of the exam, we encourage our students to take the exam as a form of preparation and as a useful assessment tool. Below are various graphs representing recent PSAT scores.

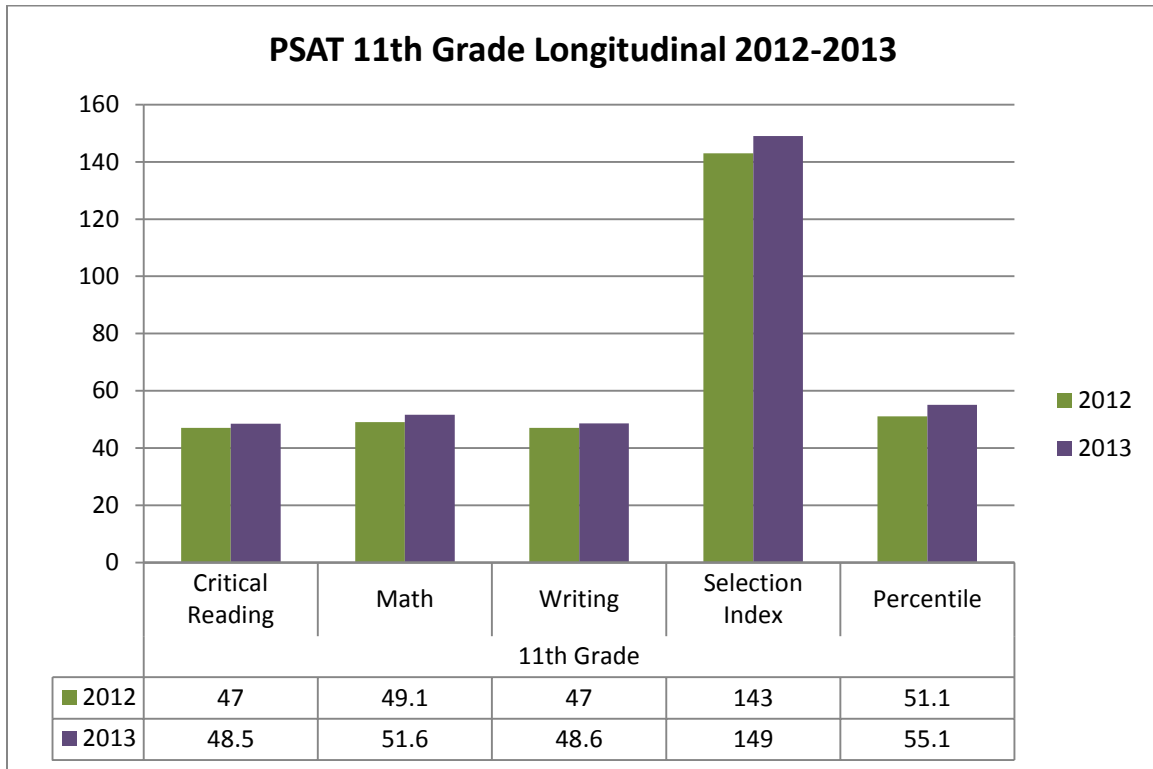


This chart shows 2013 PSAT scores. While the data represented is hardly conclusive, it suggests, along with other testing data, that students score most poorly in reading. It also shows a slight positive trend between the grade levels.



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This graph shows longitudinal improvement since 2011, particularly in Math and Writing, for the 10th grade.



This graph only shows 2 years of data, but it suggests, alongside the 10th grade data, a steady increase in performance.

National Merit Scholarship Achievement

In the past 5 years, Peace Academy has had 7 students earn a score over 200 on the PSAT. Four students have been officially recognized as National Merit Scholars and three students were selected as NMSQT Finalists.

ACT: The ACT is the most common college entrance examination taken by students in our school. The following charts represent our students' performance over the last several years.

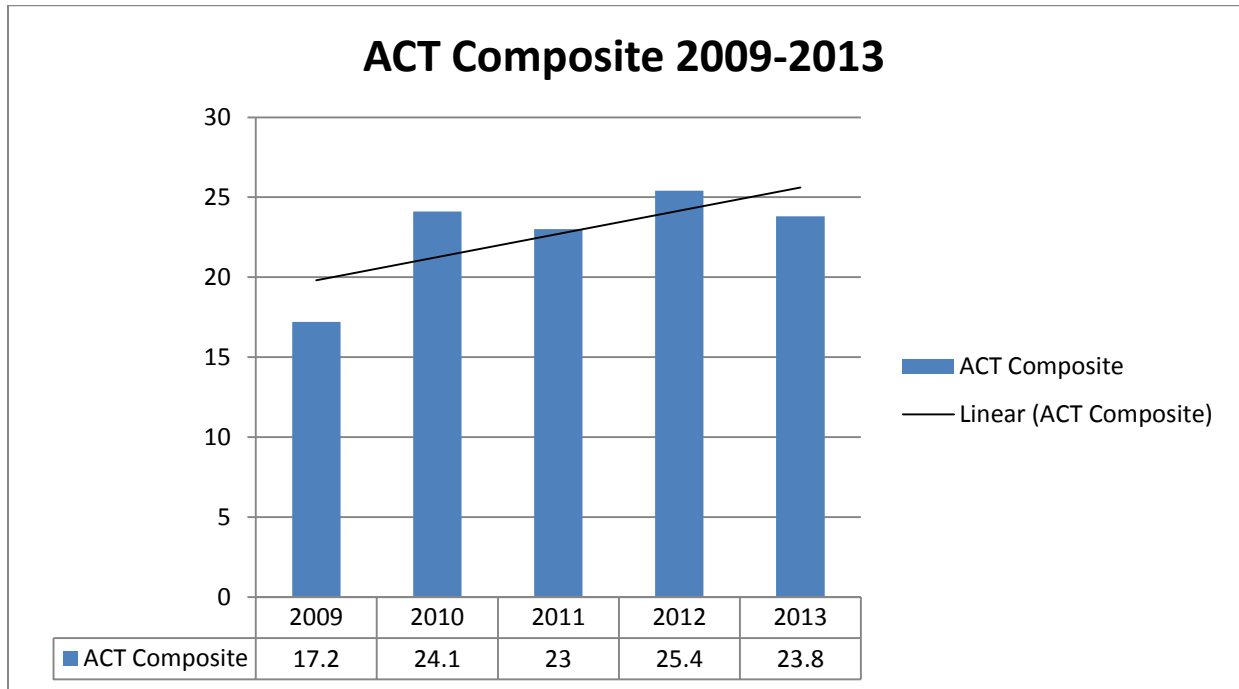
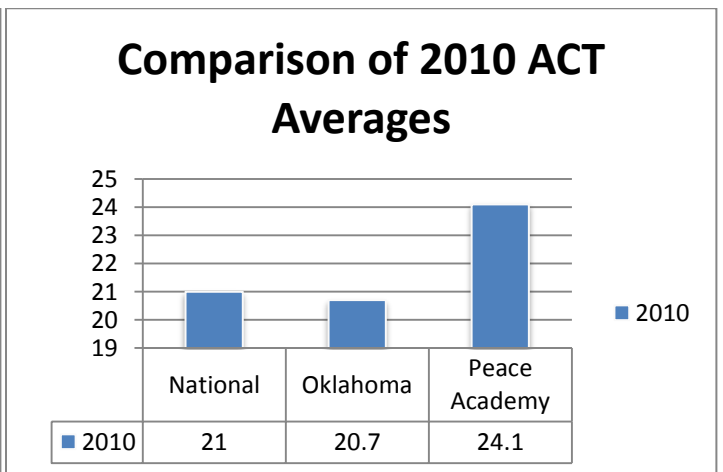
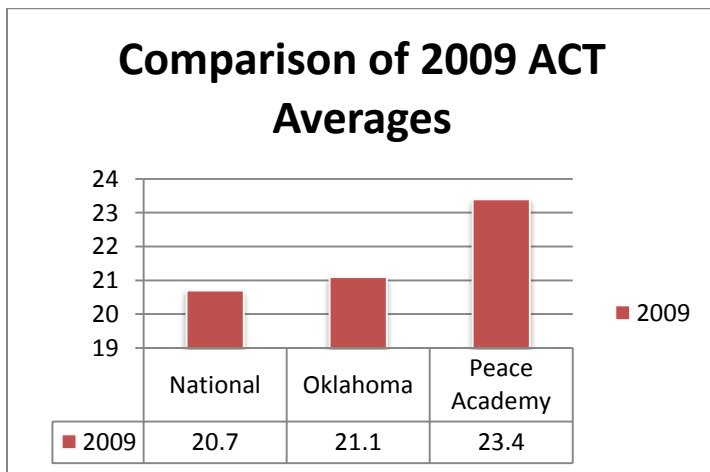
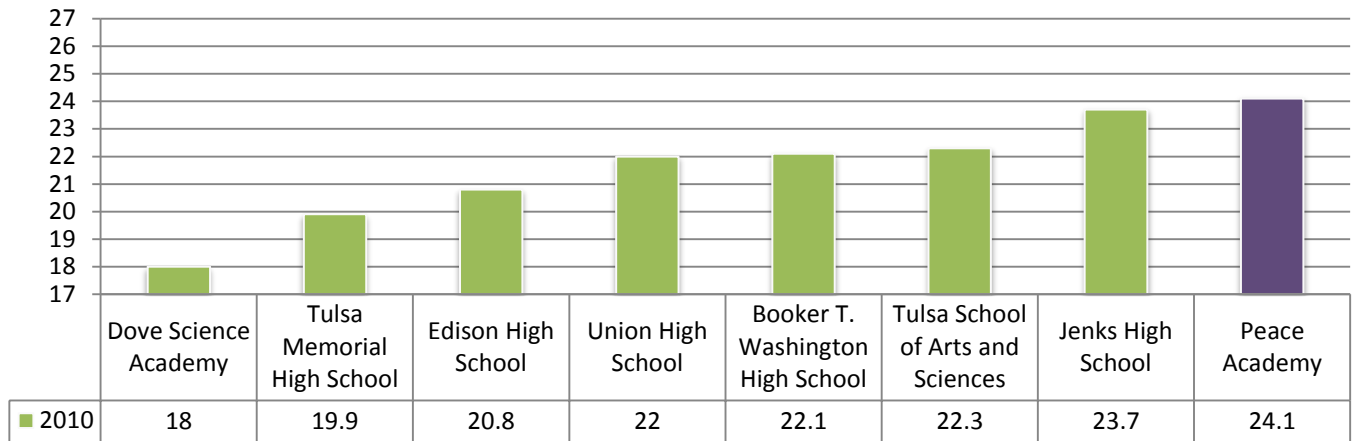


Figure 16: Composite ACT scores for our last 5 graduating classes.

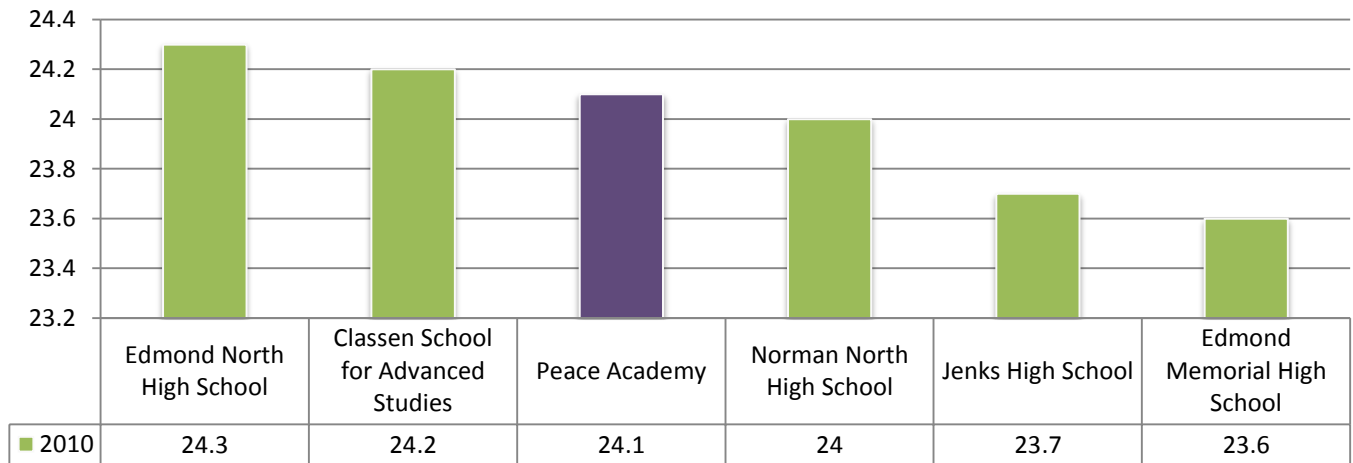


These scores show Peace Academy's scores compared to the National and Oklahoma averages.

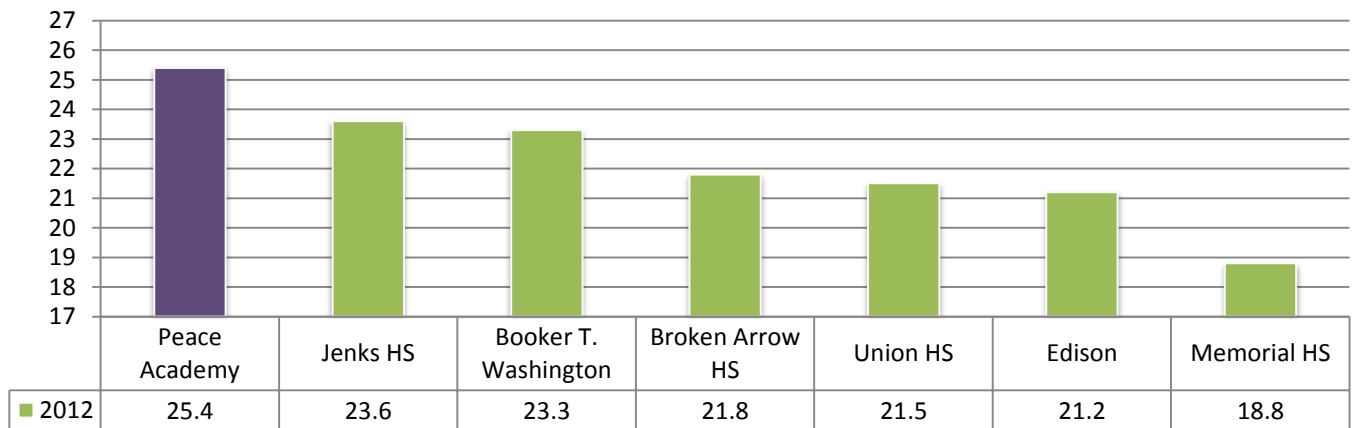
Peace Academy in Comparison to Tulsa Area High Schools: ACT 2010



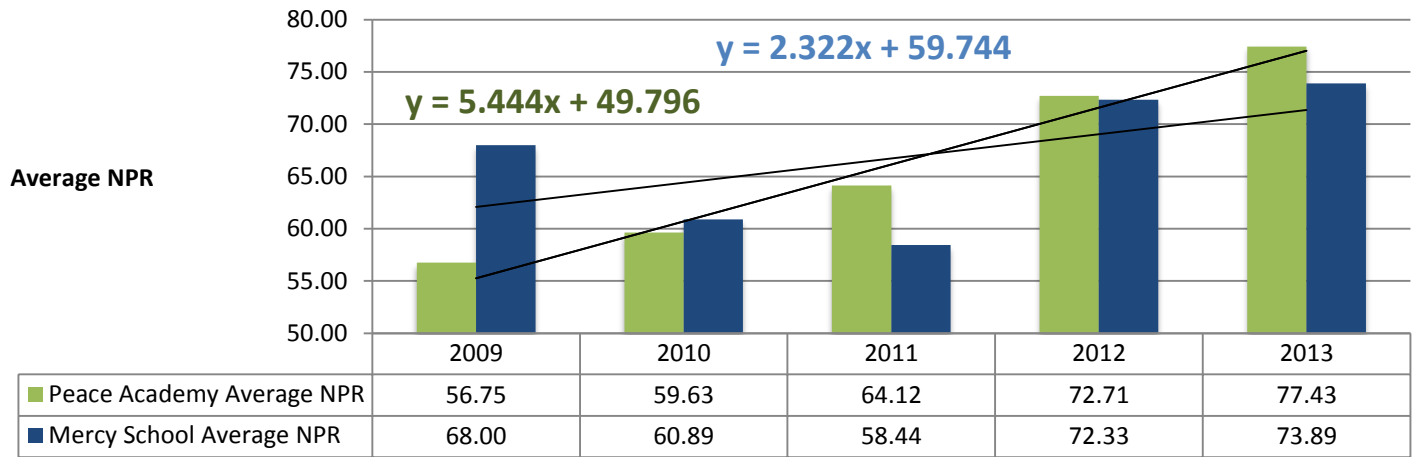
Peace Academy in Comparison to Top Oklahoma Public Schools: ACT 2010



Peace Academy in Comparison to Tulsa Area Schools: ACT 2012



Peace Academy vs. Mercy School* ITBS Averages 2009-2013



*Mercy School is a comparable, Islamic school located in Oklahoma City.