

Perspectives

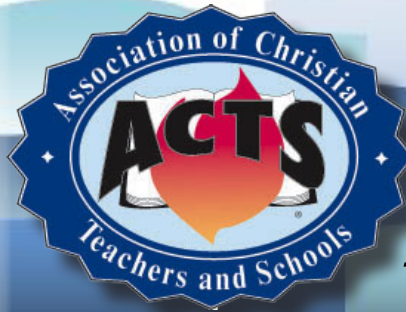
“Setting a **NEW STANDARD** for Christ-Centered Academic Excellence”

December 2011



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Lead Article Blue Ribbon Schools Program

THE NATIONAL BLUE RIBBON SCHOOLS PROGRAM has honored America’s most successful public and private elementary, middle, and high schools since 1982. A Blue Ribbon Schools flag waving overhead has become a trademark of excellence, a symbol of quality recognized by everyone from parents to policy-makers in thousands of communities.

The program recognizes schools that meet either of two criteria:

EXEMPLARY HIGH PERFORMING SCHOOLS: Schools that are ranked among the state’s highest performing schools as measured by state assessments in both reading (English language arts) and mathematics or that score at the highest performance level on tests referenced by national norms in at least the most recent year tested.

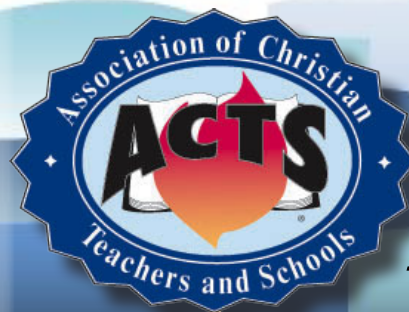
EXEMPLARY IMPROVING SCHOOLS: Schools with at least 40 percent of their students from disadvantaged backgrounds that have reduced the achievement gap by improving student performance to high levels in reading (English language arts) and mathematics on state assessments or tests referenced by national norms in at least the most recent year tested.

Blue Ribbon Schools are honored each year at a recognition ceremony in Washington, DC. The applications from the award-winning schools are posted on the Department Web site. Summaries from a small group of Blue Ribbon Schools visited each year identify educational practices that have been successful in closing the achievement gap.



New for 2012: There have been numerous minor changes in the application and program for 2012 and several significant changes, including:

1. Test scores must be reported only for grades three and higher; scores for lower grades should not be reported.
2. Schools with enrollments (not counting PreK) under 100 students are no longer eligible to apply.
3. The program is now open to schools that have previously won the award in 2003-2006, although priority consideration will be given to schools that have not won the award in those years.
4. Because of new requirements in the Exemplary Improving Schools category that are not readily measured on national



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tests, private schools administering national tests will not be eligible this year for an award under the Exemplary Improving Schools category (see note below). Schools administering state tests, however, will be eligible if they meet the new criteria.

5. Various essay questions have undergone significant changes. Read and respond carefully.

Applicants are advised to read the application and all information on this page very carefully.

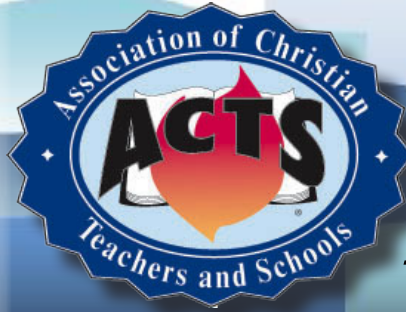
Private schools are eligible for Blue Ribbon recognition if they meet either one of two criteria:

EXEMPLARY HIGH PERFORMING SCHOOLS: “High performing” means that the achievement of the school’s students in the most recent year tested places the school among the highest performing schools in the nation in reading (or English language arts) and mathematics as measured by a nationally normed test, or among the highest in its state as measured by a state test. If a private school administers both state tests and nationally normed tests, the school must be among the highest in both. In the most recent year tested, scores for ALL tested grades three and higher must be among the top 15 percent of scores in the state or nation for that grade using school norms as the standard. Disaggregated results for student subgroups, including students from disadvantaged backgrounds, must be similar to the results for all students tested in the most recent year tested; at a minimum, student subgroups must be at the 60th student percentile or higher on nationally standardized tests or state tests if administered.

For schools using nationally standardized tests, the U.S. Department of Education has published tables of cut scores for each grade that place performance in the top 15 percent of schools in the nation. You can download the tables here in PDF format. (Detailed procedures for determining eligibility based on test scores for national tests are provided below.) Schools using state standardized tests will have to find out from their state education department whether their scores place them in the top 15 percent of schools in the state for each test. See State Contacts List. Whether a school uses national or state tests or both, the top 15 percent criterion must be met in both reading and math scores for the most recent year tested for ALL grades three and higher in which the tests are administered in the school.

EXEMPLARY IMPROVING SCHOOLS: If at least 40 percent of the school’s students are from disadvantaged backgrounds, a school may qualify if it places among schools that have made the most progress in improving student achievement. “Made the most progress” means: (a) the school is among the top 10 percent of schools that have shown the greatest improvement in student achievement nationally or statewide (for schools administering state tests) over the previous five years on norm-referenced assessments of reading (or English language arts) and mathematics, and (b) disaggregated results for student subgroups, including students from disadvantaged backgrounds, must show improvement similar to that of all students.

A student from a “disadvantaged background” must include a student who is eligible for free and reduced-price school meals. The definition may include students with disabilities and students who are limited



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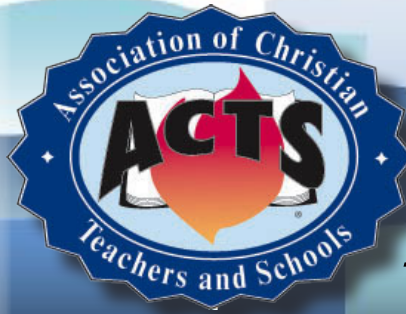
English proficient, migrant, or receiving services under Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001.

Schools using state standardized tests will have to find out from their state education department (see State Contacts List) whether their scores and degree of improvement over the past five years put them in the top 10 percent of improving schools in the state. If the school meets the standards, it should secure a written acknowledgement of that fact from an official at the department and submit that with their application.

Please note: Schools that rely on national norm-referenced tests to qualify as an Exemplary Improving School, i.e., have not administered state tests, will not be able to apply for the 2012 award due to a change in program requirements. For 2012, Exemplary Improving Schools need to demonstrate that they are in the top 10 percent in gains in student achievement relative to national norms. The National Blue Ribbon Schools Program is carefully studying how best to measure such gains based on national norms for the different norm-referenced tests that are available.

FOR BOTH CATEGORIES OF SCHOOLS: Test results for all grades three and higher tested during the most recent five years must be reported even if the assessment was revised or changed during that period. In the rare case where five years of test results are not available, an explanation should be provided in the application. Schools that do not provide five years of test results for all grades tested, regardless of the explanation, will be placed in a second tier of eligibility, and their applications will be reviewed only in the event CAPE does not receive 50 eligible applications with five full years of

data. (An exception to the “second tier” rule applies to schools that have added grades to their testing program in recent years in order to get a more complete picture of student performance.) Also note that if a school had fewer than 10 students in ANY grade tested during the five most recent years of testing, it is NOT eligible to apply for the program.



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Current Events

National Center for Education Statistics

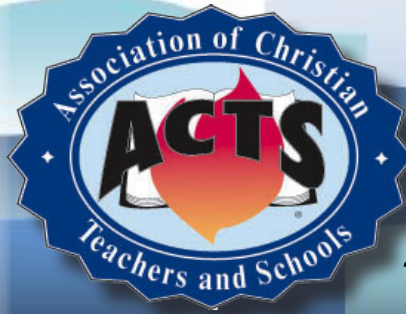


November 2, 2011 -- Students in religious and independent schools showed a substantial performance advantage over students in government schools, according to the latest report cards in math and reading from the National Center for Education Statistics. As the reading report put it, “In 2011, the average reading score for eighth-graders attending public schools was 19 points lower than the overall score for students attending private schools.”

Private school eighth-graders had a mean reading score of 282, compared to 264 for public school students. (The one-point discrepancy from the quote is due to rounding.) Ten points on the 500-point scale represent roughly one full grade level. In fourth grade, the public/private difference in reading was 14 points (234 vs. 220). In math, the private school advantage was 13 points in grade 8 (296/283) and 7 points in grade 4 (247/240).

The report also presents results as percentages

of students meeting various achievement levels. As the following tables demonstrate, a significantly higher percentage of private school students scored at or above the basic, proficient, and advanced levels than public school students. According to the report: “Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade. Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter. Advanced represents superior performance.”



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Increase Your Child’s Success in School By GALTime.com

Academic success impacts our children for the rest of their lives: it influences their self-esteem, college selections, job attainment, financial success, and even their choice of spouses. It’s no wonder we go to great lengths to give our kids and academic edge. But the good news is that parents can help give their kids the edge they need without the help of expensive tutors or pricey evaluations.

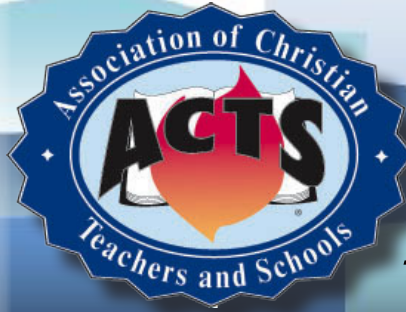
Following are seven surprisingly simple solutions we often overlook that every parent should have in their toolbox that are proven to boost children’s school success.

1. Make sure your kids are getting enough ZZZ’s. A lack of sleep can have a seriously impact on children’s abilities to learn and perform at school. Set a bedtime routine and keep to it every night. Turn off the computer and television at least 30 minutes prior to bedtime, as flashing images affect REM. Take away cell phones during nighttime hours—62% of kids admit they use it after the lights go out and their parents are clueless.



2. Applaud their efforts right away. Columbia University researchers found that how we praise our kids’ schoolwork can actually enhance or impede their achievement. So instead of encouraging your child to bring home straight A’s, put the emphasis on how hard he/she is working. This will encourage him/her to persist and it will help to sustain motivation. The finds are that kids who are praised for their persistence are more likely to blame any failure they have on not trying hard enough, rather than on a lack of ability (a belief that can discourage kids very easily). Above all, keep in mind that the grade is not what motivates top students to succeed—it’s their drive for learning.

3. Respect their learning style. If your son insists on plugging into his iPod when he studies, or if your daughter swears that flash cards are the only way she can learn her spelling words—listen up! While you may prefer a quiet room with no distractions, that doesn’t mean it’s the best



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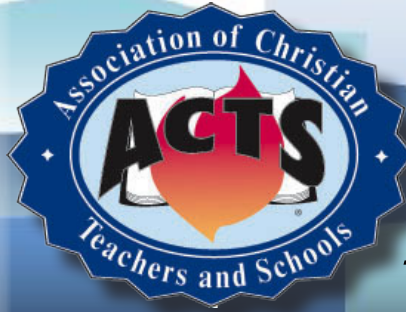
way for your kids to concentrate and get down to business. Harvard researcher, Howard Gardner’s work shows there are eight kinds of intelligences—or ways kids learn best—which include: musical, spatial, logical-mathematical, linguistic, bodily kinesthetic, intrapersonal, interpersonal and naturalist. The trick is to pay attention to your kids so you can identify which type they are and tap into that to help them be more successful.

4. Pay attention to their peers. The truth of the matter is that peer pressure can have both positive and negative consequences on a child’s education. If your child chooses friends who believe that education is important, chances are he/she will adopt those attitudes and put more emphasis into hitting the books harder and focusing more in class.

5. Make family meals a must. A recent study by Columbia University showed that kids whose families eat regular, relaxed meals together are not only less likely to abuse drugs and alcohol and develop eating disorders, they are also more likely to achieve higher grades. If everyone in your family is on a different schedule and can’t make it to dinner, don’t worry. Consider starting an evening family snack time where everyone can review their day with each other before bedtime.

6. Squelch the stress... at home. Research shows that the conflict kids face at home spills over into their school life and impedes their learning. In fact, family-induced stress can affect kids’ learning and behavior for up to two days following an incident. Take a vow of “yellibacy.” Make your home a stress-free zone.

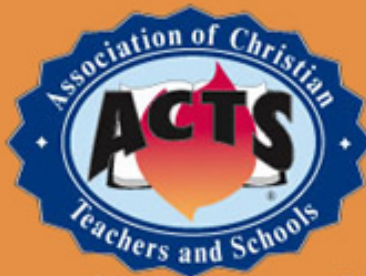
7. Tailor expectations to your child’s abilities. All parents want the very best for their kids. As a parent, you should consider your learning aspirations for your child like a rubber band: gently stretch but don’t snap. Every child is different, and while it’s okay to encourage them to try hard and achieve their best, it’s also important to remember that “the best” is different for every child. Always remember this one commandment: “Tailor thy parenting only to thy child.” You and your children will be happier and healthier for it.



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Member Benefits



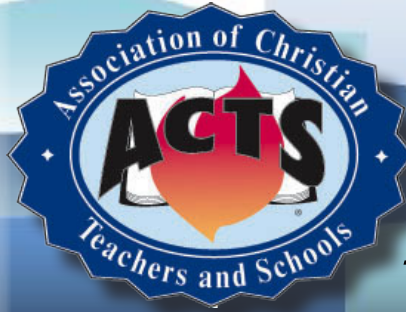
The Absolute Lowest Cost
Solution to Meet all of Your
Mass Notification Needs

Actively Engage Students, Teachers, Parents and Administrators



NOW ONLY: **\$1.25** PER STUDENT, PER YEAR.

UNLIMITED USE!



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UNLIMITED USE!

The lowest price available
for the most comprehensive product on the market!

Trusted Company

Proven in the education industry for over 10 years, TechRadium was one of the very first mass notification systems created. Now, mass notification in schools is standard. IRIS is at the top of its class.

Ease of Use

The user-friendly interface allows for quick message creation and broadcast. Easy to set up for small or large groups!

Customer Service

Depend on TechRadium's customer service team for technical support 24/7/365.

Increased Communication

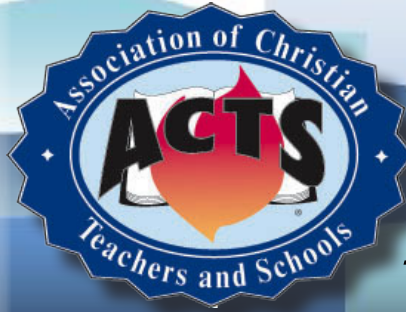
When presented with a time-sensitive situation, you need to provide your entire school with reassurance and up-to-the-minute information. Using IRIS, you will have the ability to notify and update parents, faculty and staff within minutes. From any location, you can disseminate concise, real-time messages that will help you notify recipients regarding matters such as inclement weather or suspicious activities around campus. Whether you are cancelling a field trip, sending a tardy notification or sending an emergency notification, IRIS is the **ONLY** solution to consider for your mass notification needs.

What is included:
Unlimited Phone, Email & Text Notifications:
Emergency Notifications
Daily Absences Alerts
Tardy Reminders
Fee Notices
Daily Data Updates
Community Outreach
Student Database Integration
Web-based Parent Portal

NO CONTRACT. CANCEL ANY TIME.



Contact:
Michael Arnim
michael@techradium.com



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ACTS Accreditation Program Status

Congratulations to these schools that have recently achieved a new status in the ACTS accreditation program:

Accredited

Calvary Christian Academy
Administrator: Tara Urquidez
12820 Indian School Rd. NE
Albuquerque, NM 87112
Effective: November 23, 2011

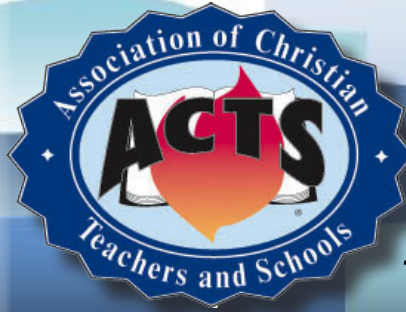
Christ Chapel Academy Preschool
Director: Shelia Nelson
13909 Smoketown Rd.
Woodbridge, VA 22192
Effective Date: November 23, 2011

Candidate

Central Baptist Christian School
Administrator: Steve Lindquist
402 E. Windhorst Rd.
Brandon, FL 33510
Effective: November 15, 2011

Applicant

Bosque Farms Christian Academy
Administrator: Roger Griffith
275 N. Bosque Loop
Bosque Farms, NM 87068
Effective: November 23, 2011

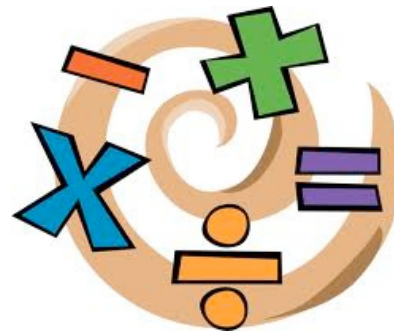


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Math Puzzler

What mathematical symbol can be put between 5 and 9, to get a number bigger than 5 and smaller than 9?
(Caution: Trick)



November Solution

Use the formula Circumference = $2 \times \pi \times \text{Radius}$

Before: Original Circumference = $2 \times \pi \times R$

After: Original Circumference + 10 = $2 \times \pi \times (R + \text{Gap})$

Subtracting the two:

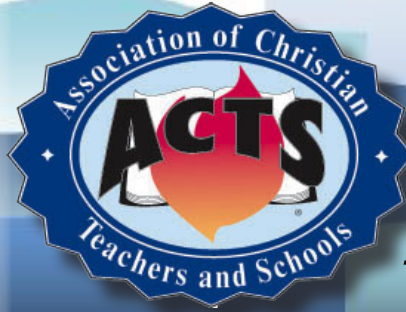
$$10 = 2 \times \pi \times \text{Gap}$$

$$\text{So, the Gap} = 10 / (2 \times \pi) = 1.6\text{m}$$

So a man could fit under it easily (though he might bump his head)

Another Solution for October's puzzle was provided by Dennis Miller, Willamette Christian School...

second correct answer is: $144 = (1 + 4 + 4) \times 1 \times 4 \times 4$



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Weekly Devotion

December 1–3, 2011

Topic: The Announcement of Christ’s Birth
Reference: Matt. 1:18-25; Luke 1:26-38

December 4–10, 2011

Topic: The Birth of Christ
Reference: Luke 2:1-7

December 11–17, 2011

Topic: The Shepherds and Angels Worship Christ’s Birth
Reference: Luke 2:8-12

December 18–24, 2011

Topic: Wise Men from the East
Reference: Matt. 2:1-12

December 25–31, 2011

Topic: The Flight into Egypt and Return to Nazareth
Reference: Matt. 2:13-23

Word of the Week

December 1–3, 2011

Hootenanny: (HOOT-nan-ee) Noun
1. An informal performance by folk singers, often involving the audience.
2. A thingamajig: an unidentified or unnamed object or gadget.

December 4–10, 2011

Teetotum: (tee-TO-tuhm) Noun
1. A spinning top

December 11–17, 2011

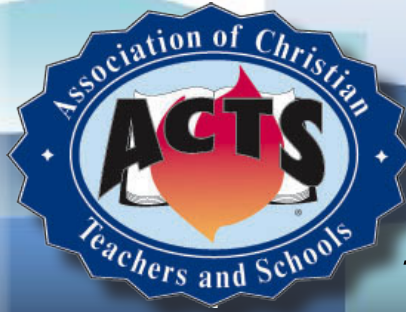
Tohubohu: (TOH-hoo-BO-hoo) Noun
1. Chaos
2. Confusion.

December 18–24, 2011

Snuggery: (SNUG-uh-ree) Noun
1. A snug, cozy place.

December 25–31, 2011

Hullabaloo: (HUL-uh-buh-loo) Noun
1. Tumultuous noise, excitement, confusion
2. Uproar.



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Activity Corner

Peppermint Wreath

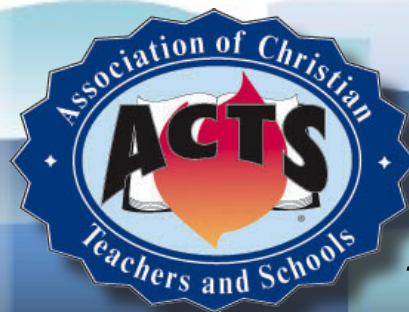
Supplies Needed:

1. Peppermint Candies
2. Icing
3. Cinnamon candies
4. String/twine



Directions:

Lay five or so peppermint candies in a circle to form a wreath; bond sides together with icing. Adorn front with cinnamon candies or mints. Let dry two hours before hanging. Loop twine around ornament; knot.



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This Month in History...

December 1, 1942 - The Beveridge Report was published in Britain envisioning the welfare state including insurance for the entire population.

December 2, 1942 - Physicists led by Enrico Fermi carried out the world's first successful nuclear chain reaction at the University of Chicago.

December 4, 1829 - The British banned the practice of “suttee” in India in which Indian females traditionally burned themselves to death on their husband's funeral pyre.

December 5, 1933 - The 18th Amendment (Prohibition Amendment) to the U.S. Constitution was repealed.

December 6, 1865 - The 13th Amendment to the U.S. Constitution was ratified, abolishing slavery.

December 8, 1941 - A day after the Japanese attack on Pearl Harbor, the United States and Britain declared war on Japan.

December 10, 1950 - Dr. Ralph Bunche became the first African American man awarded the Nobel Peace Prize, for his efforts in mediation between Israel and nearby Arab states the previous year.

December 12, 1870 - Joseph Hayne Rainey of Georgetown, South Carolina, became the first African American to serve in the U.S. House of Representatives.

December 14, 1799 - George Washington died at Mount Vernon.

December 15, 1964 - Canada adopted a new national flag featuring a red maple leaf on a white background.

December 16, 1944 - American big-band leader Glenn Miller disappeared in a small plane over the English Channel and was presumably killed. Best remembered for Moonlight Serenade and In the Mood.

December 18, 1956 - Japan was admitted to the United Nations.

December 20, 1989 - The U.S. invaded Panama attempting to capture Manuel Noriega on charges of narcotics trafficking.

December 24, 1990 - On Christmas Eve, the bells of St. Basil's Cathedral in Moscow rang for the first time since the death of Lenin.

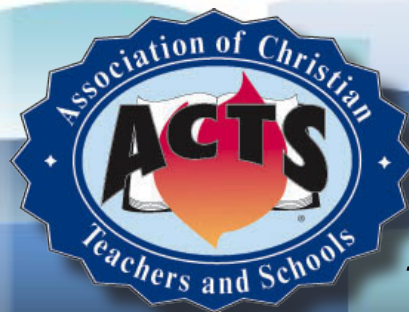
December 25, 1868 - President Andrew Johnson granted general amnesty to all those involved in the Civil War.

December 27, 1949 - The Dutch transferred sovereignty of Indonesia to the new United States of Indonesia.

December 28, 1832 - John C. Calhoun became the first American ever to resign the office of vice president.

December 30, 1903 - In Chicago, a fire inside the Iroquois Theater killed 588 persons, eventually resulting in new fire safety codes for theaters.

December 31, 1879 - Thomas Edison provided the first public demonstration of his electric incandescent lamp at his laboratory in Menlo Park, New Jersey.



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Famous Person

Louis Pasteur

The French chemist and biologist Louis Pasteur is famous for his germ theory and for the development of vaccines. He made major contributions to chemistry, medicine, and industry. His discovery that diseases are spread by microbes, which are living organisms—bacteria and viruses—that are invisible to the eye, saved countless lives all over the world.

Louis Pasteur was born on December 27, 1822, in the small town of Dôle, France. His father was a tanner, a person who prepares animal skins to be made into leather. The men in Pasteur's family had been tanners back to 1763, when his great-grandfather set up his own tanning business. Part of the tanning process relies on microbes. In tanning, microbes prepare the leather, allowing it to become soft and strong. Other common products such as beer, wine, bread, and cheese depend on microbes as well. Yet, at the time Pasteur was a child, few people knew that microbes existed.

Pasteur's parents, Jean-Joseph Pasteur and Jeanne Roqui, taught their children the values of family loyalty, respect for hard work, and financial security. Jean-Joseph, who had received little education himself, wanted his son to become a teacher at the local lycée (high school). Pasteur attended the École Primaire (primary school), and in 1831 entered the Collège d'Arbois. He was regarded as an average student, who showed some talent as an artist. Nonetheless, the headmaster encouraged Pasteur to prepare for the

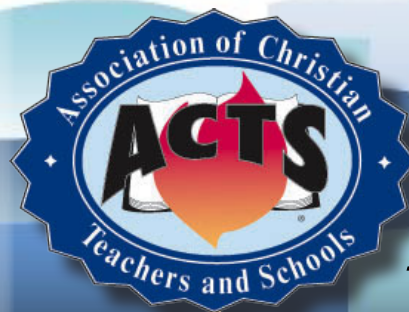
École Normale Supérieure, a very large training college for teachers located in Paris. With this encouragement he applied himself to his studies. He swept the school prizes during the 1837 and 1838 school year.



Pasteur went to Paris in 1838 at the age of sixteen. His goal was to study and prepare for entering the École Normale. Yet, he returned to Arbois less than a month later, overwhelmed with homesickness. In August of 1840 he received his bachelor's degree in letters from the Collège Royal de Besançon and was appointed to tutor at the Collège. In 1842, at age twenty, he received his bachelor's degree in science. He then returned to Paris, and was admitted to the École Normale in

the autumn of 1843. His doctoral thesis was on crystallography, the study of forms and structures of crystals.

In 1848, while professor of physics at the lycée of Tournon, the minister of education granted Pasteur special permission for a leave of absence. During this time, Pasteur studied how certain crystals affect light. He became famous for this work. The French government made him a member of the



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Legion of Honor and Britain’s Royal Society presented him with the Copley Medal.

In 1852 Pasteur became chairman of the chemistry department at the University of Strasbourg, in Strasbourg, France. Here he began studying fermentation, a type of chemical process in which sugars are turned into alcohol. His work resulted in tremendous improvements in the brewing of beer and the making of wine. He also married at this time.

In 1854, at the age of thirty-one, Pasteur became professor of chemistry and dean of sciences at the new University of Lille. Soon after his arrival at Lille, a producer of vinegar from beet juice requested Pasteur’s help. The vinegar producer could not understand why his vinegar sometimes spoiled and wanted to know how to prevent it. Pasteur examined the beet juice under his microscope. He discovered it contained alcohol and yeast. The yeast was causing the beet juice to ferment. Pasteur then demonstrated that controlled heating of the beet juice destroyed the yeast, and prevented fermentation. This process, called “pasteurization,” was eventually applied to preserve a number of foods such as cheese and milk. It also became the basis for dramatically reducing infection in the operating room.

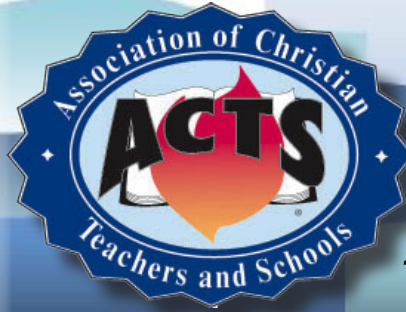
In 1865 Pasteur was asked to help the ailing silk industry in France. An epidemic among silkworms was ruining it. He took his microscope to the south of France and set to work. Four months later he had isolated the microorganism causing the disease. After three years of intensive work he suggested methods for bringing it under control.

Pasteur’s scientific triumphs coincided with personal and national tragedy. In 1865 his father died. His two daughters were lost to typhoid fever in 1866. Overworked and grief-stricken, Pasteur suffered a cerebral hemorrhage in 1868. Part of his left arm and leg were permanently paralyzed. Nevertheless, he pressed on.

Pasteur saw the trains of wounded men coming home from the Franco-German War. He urged the military medical corps to adopt his theory that disease and infection were caused by microbes. The military medical corps unwillingly agreed to sterilize their instruments and bandages, treating them with heat to kill microbes. The results were spectacular, and in 1873 Pasteur was made a member of the French Academy of Medicine—a remarkable accomplishment for a man without a formal medical degree.

A particularly devastating outbreak of anthrax, a killer plague that affected cattle and sheep, broke out between 1876 and 1877. The anthrax bacillus had already been identified by Robert Koch in 1876. It had been argued that the bacillus did not carry the disease, but that a toxic substance associated with it did. Pasteur proved that the bacillus itself was the disease agent, or the carrier of the disease.

In 1881 Pasteur had convincing evidence that gentle heating of anthrax bacilli could so weaken its strength that it could be used to inoculate animals. Inoculation is a process of introducing a weakened disease agent into the body. The body gets a mild form of the disease, but becomes immunized to the actual disease. Pasteur inoculated one group of sheep with the vaccine and left another untreated. He



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then injected both groups with the anthrax bacillus. The untreated sheep died and the treated sheep lived.

Pasteur also used inoculation to conquer rabies. Rabies is a fatal disease of animals, particularly dogs, which is transmitted to humans through a bite. It took five years to isolate and culture the rabies virus microbe. Finally, in 1884, in collaboration with other investigators, Pasteur perfected a method of growing the virus in the tissues of rabbits. The virus could be weakened by exposing it to sterile air. A vaccine, or weakened form of the microbe, could then be prepared for injection. The success of this method was greeted with excitement all over the world.

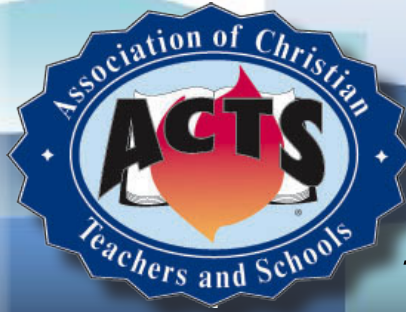
The question soon arose as to how the rabies vaccine would act on humans. In 1885 a nine-year-old boy, Joseph Meister, was brought to Pasteur. He was suffering from fourteen bites from a rabid dog. With the agreement of the child's physician, Pasteur began his treatment with the vaccine. The injections continued over a twelve-day period, and the child recovered.

In 1888 a grateful France founded the Pasteur Institute. It was destined to become one of the most productive centers of biological study in the world.

In 1892 Pasteur's seventieth birthday was the occasion of a national holiday. A huge celebration was held at the Sorbonne. Unfortunately Pasteur was too weak to speak to the delegates who had gathered from all over the world. His son read his speech, which ended: "Gentlemen, you bring me the greatest happiness that can be experienced by a man whose invincible belief is that science and peace will triumph

over ignorance and war.... Have faith that in the long run ... the future will belong not to the conquerors but to the saviors of mankind."

On September 28, 1895, Pasteur died in Paris. His last words were: "One must work; one must work. I have done what I could." He was buried in a crypt in the Pasteur Institute. Years later Joseph Meister, the boy Pasteur saved from rabies, worked as a guard at his tomb.



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ACTS Featured School Lawton Christian School, OK



Lawton Christian School (LCS), located in Lawton, Oklahoma, was founded by Pastor John Wallace in the basement of Grace Christian Fellowship in the fall of 1976. After one year, the school moved outside of the Lawton city limits to a renovated cattle barn owned by Harold and Dorothy Wilson. Several years later the Wilsons were asked by Grace Fellowship to take over the running of the school. At this time, the Wilson family donated 40 acres of land where the existing school was located. Under the auspices of the newly formed Southwest Education Ministries, the school became an inter-denominational school. A new radio station received its license and KVRS (Voice of the Risen Savior) began broadcasting from the campus of LCS.

As the school gained more and more

students, the school board made plans to expand. In 1994, construction began on the new junior/senior high school building. The Lord blessed LCS with several families who donated large sums of money to help in the building of the school. This new facility enabled LCS to have larger and better equipped classrooms, as well as a much needed gymnasium.

On Memorial Day, May 31st of 1999, a tornado struck the campus, damaging both the original building housing the kindergarten/grade school, and the junior/senior high building. The gymnasium was completely destroyed and many of the classrooms were flooded with water. The high school classrooms were restored in time for the fall semester. First Assembly of God Church of Lawton opened their hearts and



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their building to provide our grade school with classrooms for the year.

The Lord worked in wondrous ways, for out of the destruction of the school rose a new pre-school building, a new grade school building, and a restored high school building with the addition of a state-of-the-art science lab, band and choir room, and a brand new gymnasium.

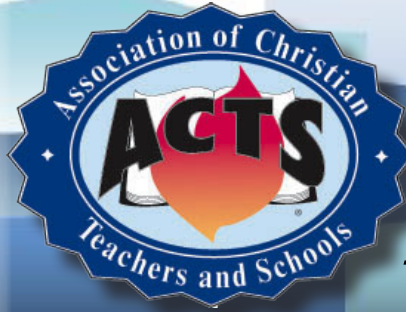
Currently the school has 377 students representing over 60 different area churches. LCS's Music Department has won many honors from the high school choir performing at Carnegie Hall to the overall performance trophy for the Frontline Ensemble at the Lone Star Music Showcase in Dallas, Texas. Our high school boys' basketball teams have won many state championships. Academically, LCS students perform above the national average on standardized testing. Graduates of LCS are accepted in colleges and universities all

over the US. Some eighty percent of LCS graduates receive college scholarships with many students choosing either the medical field or the field of engineering as their major areas of study. LCS also has graduates who have gone into the ministry, as well as graduates who are currently on the mission fields of foreign countries.

Most importantly, our students are being challenged academically and spiritually. As they are taught from a Christian worldview, students are encouraged not only to learn “how to make a living,” but more importantly “how to live.” Students are challenged to engage the culture by being “salt and light” in a fallen world.

Lastly, Lawton Christian School chose to validate its excellence through becoming an ACTS accredited school.





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ACTS Endorsed Conferences

ACTS South Central Regional Christian School Conference

February 9-10, 2012

Orlando, FL

815-239-6673

Ike Stokes

ACTS Northwest Regional Christian School Conference

March 15-16, 2012

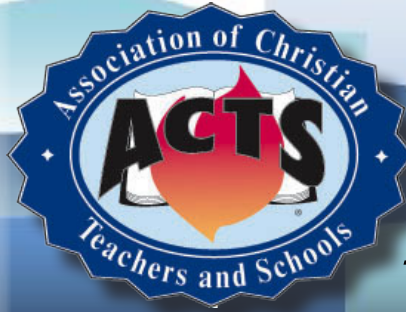
Cedar Park Christian School

16300 112 Ave. NE

Bothell, WA 98011

425-488-9778

Dr. Clint Behrends



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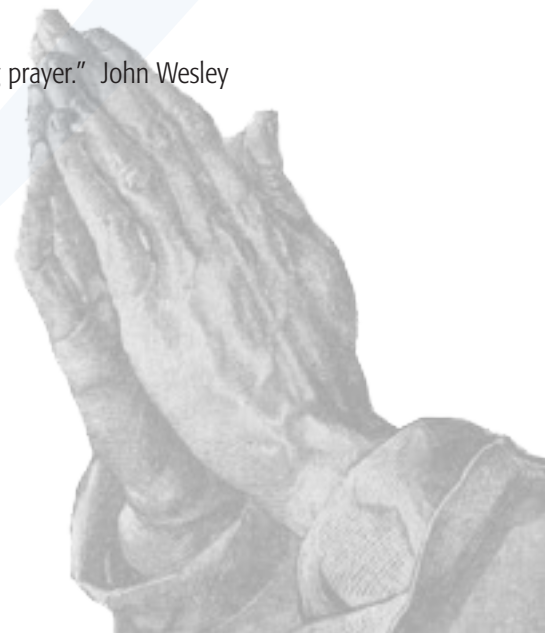
Prayer Corner

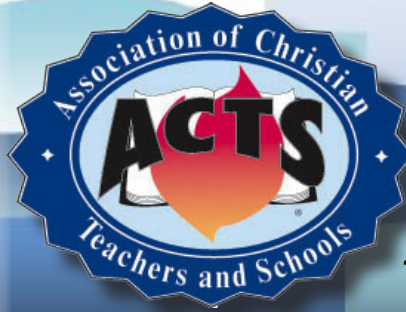
“This is the confidence we have in approaching God: that if we ask anything according to His will, He hears us. And if we know that He hears us - whatever we ask - we know that we have what we asked of Him” (1 John 5:14-15).

Please pray for:

1. Jimmy—Prostate Cancer
2. Mary—Broke both Ankles
3. Jenifer—High Risk Pregnancy
4. Susan—Broken Pelvis
5. Nathan—Tumor
6. Velma—Cancer
7. Karen—Kidney Transplant
8. Steph—Breast Cancer
9. Amanda—Recovery from Heart Replacement Operation
10. Sam—Recovery from Cataract Surgery
11. Families of deployed military personnel

“God does nothing except in response to believing prayer.” John Wesley





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Mark Your Calendar!

December

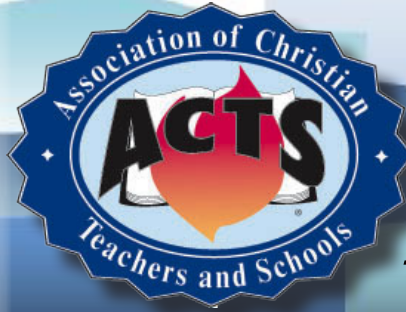
- Pearl Harbor Remembrance Day..... December 7
- ACTS Office Closed December 19–30
- First Day of Winter December 21
- Christmas Day December 25
- New Year’s Eve December 31

January

- New Year’s Day January 1
- Save the Eagles Day January 10
- Martin Luther King, Jr. Day..... January 16
- 100th Day In January

February

- Black History MonthFebruary 1-28
- Ground Hog DayFebruary 2
- Super Bowl LXXFebruary 5
- ACTS South Central Regional Christian School Conference..... Feb 9-10
- CCEA East Coast Student Leadership ConferenceFebruary 17
- President’s Day..... February 20



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ACTS Mission, Vision, and Core Values

Vision:

To be the premier accrediting agency providing a pathway to state, regional national and international accreditation for the Christian academic community.

Mission:

Assisting Christian schools to realize the highest level of educational credibility.

Core Values:

We are passionately committed to:

- A Biblical Worldview – modeling, teaching, and leading with actions and decisions that are consistent with God’s Word.
- Integrity - demonstrating exemplary practices reflective of Christian ethics; with accountability to Christ, our schools, and the educational community.
- Excellence - providing exceptional services for the certification and development of Christian administrators and teachers, and pathways to the highest levels of accreditation for Christian schools.

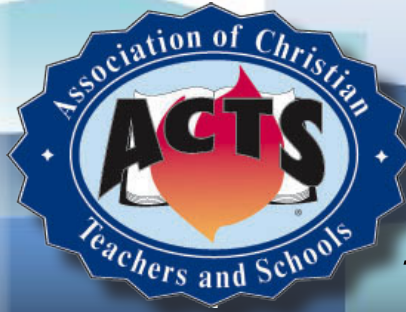
- Spirit Empowerment – affirming the indwelling of the Holy Spirit in the lives of believers and the immediacy of His enablement for service.

- Relationship – developing and sustaining a partnership with Christian Schools to enhance their ministry through personal connection.

- Creativity – being proactive in the pursuit and development of innovative solutions to benefit the growth and development of our organization and its member schools.

- Service – Purposing to approach current and prospective members in an “open-handed” manner; offering resources, support, consulting, advice, mentoring, aid to smaller schools

ACTS does not discriminate on the basis of race, color, sex, or national or ethnic origin in the administration of its programs.



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Perspectives is a monthly publication of the Association of Christian Teachers and Schools and is distributed electronically, via e-mail, at the beginning of each month. Past issues can be viewed online by visiting our website at www.actsschools.org.

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