

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Heath Nivens

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name The King's Academy

(As it should appear in the official records)

School Mailing Address 8401 Belvedere Road

(If address is P.O. Box, also include street address.)

City West Palm Beach State FL Zip Code+4 (9 digits total) 33411-3226

County Palm Beach State School Code Number* _____

Telephone 561-686-4244 Fax 561-686-8017

Web site/URL http://www.tka.net E-mail h.nivens@tka.net

Facebook Page _____
Twitter Handle @TKAWPB www.facebook.com/thekingsacademy Google+ _____
YouTube/URL _____ Other Social Media Link _____
www.youtube.com/tkalionheart Blog _____ @TKALions

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Principal's Signature)

Name of Superintendent*Mr. Jeff Loveland

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: jml@tka.net

Other)

District Name Palm Beach County School District Tel. 561-686-4244

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Jeff Loveland

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____
(School Board President's/Chairperson's Signature)

**Non-public 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 (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	26	18	44
K	29	21	50
1	25	25	50
2	25	22	47
3	27	27	54
4	28	21	49
5	34	47	81
6	57	39	96
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	251	220	471

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 8 % Black or African American
 - 13 % Hispanic or Latino
 - 3 % Native Hawaiian or Other Pacific Islander
 - 67 % White
 - 6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1	461
(5) Total transferred students in row (3) divided by total students in row (4)	0.024
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 8 %
32 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------|-----------------------------------------|
| 1 Autism | 7 Orthopedic Impairment |
| 0 Deafness | 16 Other Health Impaired |
| 0 Deaf-Blindness | 6 Specific Learning Disability |
| 0 Emotional Disturbance | 12 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 14 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes_ No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

The King’s Academy Elementary School is a private, nonprofit, college-preparatory, interdenominational Christian School which was established in 1970. Since that time, the school has continued to grow academically by aligning the curriculum with the mission statement, building a strong fine arts department, intramural athletics and extra-curricular programs that assist students to reach the highest levels of achievement.

The King’s Academy Elementary School is accredited by the Association of Christian Schools International (ACSI), Southern Association of Colleges and Schools (SACS), and Florida Association of Christian Colleges and Schools (FACCS). The school is led by a Board of Governors and is operated by the President and an Administrative Team; which is made up of a Principal, an Assistant Principal and a Dean of Students.

The Mission of The King’s Academy Elementary School is to assist the home and church in their endeavor to train up a child in the way he should go (Proverbs 22:6). Its mission is to graduate Christian leaders who seek to impact the world for the King of kings through academic excellence and spiritual vitality. The extremely qualified faculty strives to unlock the strengths of each student with a passion to teach the mind and reach the heart.

As a college-preparatory school, The King’s Academy Elementary School’s administrators and teachers constantly pursue and motivate students to achieve academic excellence. The scope and sequence of the elementary school’s curriculum is based on a combination of the Florida Sunshine State Standards and the Terra Nova, 3rd Edition Compendium of Instructional Standards.

To ensure the growth of all elementary students, TKAES established an Academic Support Team which provides services for students needing extra academic assistance, while guiding teachers in differentiation of instruction. This team also ensures that teachers enrich the educational environment of academically accelerated students.

The King’s Academy Elementary School is committed to offering a nurturing environment for students while building community through lasting relationships between teachers and parents, students across all grade levels and between faculty members. TKAES faculty makes it a point of emphasis to mentor, teach, coach, and love each student. The educational program is known for its academic rigor focused on strengthening the whole child. TKAES offers a variety of additional co-curricular educational courses and after school programs that assist in this regard. TKAES further builds on this premise by adding community service and leadership opportunities. The students consistently achieve at a high academic level on standardized testing, and The King’s Academy Elementary School’s committed staff possesses an incredible amount of longevity and experience in their grade levels.

South Florida families are drawn to The King’s Academy Elementary School because of its unique essence that has been described as “distinctively Christ-centered and college prep.” The intentional tuition assistance program opens the door for many students to attend The King’s Academy Elementary School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A). Performance Levels

The King's Academy Elementary School has designed a comprehensive system for evaluating individual and group progress. This system consists of standardized testing administered in the spring, coupled with a variety of formal and informal assessments throughout the year. Until the spring of 2013, TKAES utilized the Stanford Achievement Test – 10th Edition. In March 2013 TKAES switched to the Terra Nova Third Edition, which is more conducive to curriculum and allows faculty and administration to compare students to more nationally appropriate norms. Grade levels are expected to consistently perform above the seventieth percentile in all areas of tested norms. Furthermore, teachers and students are held to a high standard of expectation and fully expect to out-perform the local and state results on all standardized testing.

The King's Academy Elementary School's informal testing plan consist of the Star Early Literacy Test (grades Pre-K and Kindergarten) administered in August, assisting teachers with grouping their students into appropriate level reading groups. All students in first through sixth grades are tested with STAR, administered quarterly, which provides a Zone of Proximal Development for each student. Students are encouraged to perform at their very best during each test and display a pattern of continual improvement in their reading proficiency.

B). Performance Trends

A review of the SAT 10 scores for third through sixth grade from 2008-2012 and the Terra Nova, 3rd Edition, reveal a pattern of continual high academic performance that has become the standard of performance at The King's Academy Elementary School. Comparing the test scores from the previous year with Terra Nova to the preceding four years of the Stanford-10 has proven to be a challenge as there are currently no normed referenced comparisons for the mean scaled scores. However, simply examining the five years of scoring data points to consistent high performance at all grade levels with the exception of fourth grade. Specific grade level scores indicate an increased performance level in reading in the third grade, a drop in the level of performance by nine points over a five year period in the fourth grade, an improvement of four scaled points in the fifth grade and a steady pattern of high performance in the sixth grade. In mathematics all grades performed at a high level while also demonstrating continued improvement.

The improvement of test scores in the reading and math curriculum are directly related to a shift in curriculum to specifically chosen curriculum better designed to meet state and school standards. Also, adding supplemental material to current Math curriculum (such as Math Superstars) has played a significant role in the increase in student performance. TKAES expects to see further improvement in this year's scores with the addition of the iXL Math program. Furthermore, longevity within the professional teaching staff is also an incredible contributor to student success. The average longevity for elementary teachers at TKAES is more than ten years. The drop in reading scores in the fourth grade is attributed to improper staff placement during this time period. Measures have been taken to correct this problem by changing teacher assignments in grade and subject area, as well as improving the grouping process of students within each specific grade level.

When examining the steady improvement shown in reading and math, all grades performed in the top 15% of scores nationwide in both the math and reading categories, and in most cases out-performed that requirement by a margin of five points or higher. The median and national percentile score of TKA elementary students in reading exceeded the national top 15% cutoff by an average of 5.5% per grade and by an average of 5.925% by grade in math.

2. Using Assessment Results:

The faculty and staff at The King's Academy Elementary School consistently utilize the results of standardized testing to accomplish three main functions. First, a measurement of the effectiveness of current

curriculum and whether state standards are being met by analyzing, on a continual basis, standardized testing data. Recently, changes have been made to curriculum due to normed referenced scoring that indicated a weakness within curriculum. Teachers also review the scores of the test with the administration - evaluating the results from the classroom, noting specific strengths/ weaknesses and examining potential strengths/weaknesses in teaching strategies utilized throughout the course of the year.

Second, the utilization of testing results to aid in effectively planning and preparing for upcoming school years is implemented. For example, once teachers receive a class list for the new school year, faculty then evaluate the students' academic performance files focusing specifically on the students' performance in the area of standardized testing. These results provide teachers with a better understanding of the strengths, weaknesses, opportunities and threats for each student and the class as a whole before beginning the new academic year.

Finally, The King's Academy Elementary School's academic service team evaluates student testing data to assist with intervention beyond normal classroom instruction by the teacher. Utilizing data allows learning specialists to provide necessary support, implement appropriate accommodations and assist in proper placement to ensure student achievement and learning.

Parents receive standardized test results via email within one month of testing. A copy of each student's results is also mailed home to the parents with a copy of a final report card in early June. A parent testing conference is held each August in which administrators present parents with a brief course outlining how to interpret student test reports and results. These nationally standardized test results are also publicized on the school's website and within promotional documents and items for the school so current and potential parents have a full picture of how TKAES compares to other top-tier schools within the local area and state of Florida.

3. Sharing Lessons Learned:

The King's Academy Elementary School maintains an outstanding relationship with local public and private schools. Therefore, TKAEL promotes a community of open dialogue and collaboration with these schools and educational associations.

The King's Academy Elementary School is an active member of three different accrediting bodies; the Association of Christian Schools International, the Florida Association of Christian Colleges and Schools and the Southern Association of Colleges and Schools. Participation with these organizations includes formal and informal educator workshops and conventions as both learners and presenters, along with formal participation on accreditation team visits to other schools.

TKAES also maintains a positive relationship with Christian Schools of Palm Beach County. TKAES's teachers and administrators often present on topics related to curriculum, state standards, student programs and best practice methods during monthly meetings. CSPBC also utilizes the school campus and facilities to host the annual professional development day in February. Faculty members are required to attend and take great pride in presenting a minimum of one professional development offering in all core content areas by a member of the TKAES staff.

Over the years, TKAES has been open to sharing ideas and thoughts with local schools regarding curriculum and program offerings. TKAES has also served as a practicum location for future teachers enrolled in specific courses at the collegiate level. TKAES counts it a privilege to be viewed as a school having a positive influence on students through appropriate educational techniques.

4. Engaging Families and Community:

The King's Academy Elementary School strives to partner with parents in the education of each enrolled student. TKAES understands that parents play the largest role in the development of each child. Positioning the school in a manner that allows TKAES to foster community and partner with parents alongside the local church gives the school the best opportunity to accomplish the school goal of educating the academic,

spiritual and social components of each student.

TKAES promotes a sense of community among school families through a tremendously active Parent Teacher Fellowship program. The school maintains dedicated personnel who are responsible for organizing the efforts of committed parents and work to raise essential funds needed to accomplish academic goals. The King's Academy Elementary School's PTF program also fosters a sense of appreciation between parents and teachers, allowing teachers the freedom to work closely with parents as they strive to assist each student to meet academic goals.

Teachers and administrators also value parents who possess skills and time that can be utilized to positively affect the learning environment within the school community. In the past, TKAES has organized curriculum review committees consisting of administrators and parents who discuss current trends in curriculum and examine how current curriculum is meeting the needs of the student body. This group also assists in the decision making process when new curriculum is under consideration.

Communicating properly with parents also fosters relationships and engages families. Therefore, teachers communicate daily with parents through academic agenda books sent home and signed by parents. Also, weekly assignment sheets and activity calendars are sent home to the parents of each student in a Friday Communication Folder. Finally, parent teacher conferences are offered and scheduled on two Tuesday's per month so parents stay abreast of student's academic performance.

Finally, academic strategy sessions occur multiple times throughout the year open to all parents. During these sessions, various staff members and/or guest speakers host seminars discussing methods in which parents can assist students in accomplishing academic goals and pursuits.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The King’s Academy Elementary School offers a comprehensive curriculum designed to create Christian Scholars prepared to make an impact on the world in a Godly way. The curriculum makes students think critically and teaches students how to work together to solve problems. Core subject areas include Language Arts (Reading, Spelling, Grammar, and Writing), Math, Science, Social Studies and Bible. Special Subject Classes are provided to enrich the core subjects: Music, Music Theory, Physical Education, Art, Computer, Spanish, Science Lab, Brain Games and Library. Florida Sunshine State Standards serve as a baseline of expectations for student achievement, and the TKAES curriculum meets and exceeds the FSSS in all regards.

The King’s Academy Elementary School uses A-Beka in the Pre-Kindergarten through first grade and Harcourt Story Town in second grade through sixth grade. A-Beka, through the use of phonics charts, integrates phonemic awareness and phonics instruction. Story Town builds on this strong phonemic base and allows students to develop an early love of reading which carries over to the upper grades and overall academic success. TKAES also uses computer programs such as Accelerated Reader. The school encourages students to average 90% or higher on the Accelerated Reader comprehension tests each nine weeks. Elementary teachers use the Melissa Forney process of writing through all grade levels. Teachers and administrators monitor the writing process using portfolios to track student performance.

Math instruction begins in Pre-Kindergarten and Kindergarten by integrating activities that involve sorting, patterning and graphing as well as building number skills so students better understand the concepts of numbers. The King’s Academy Elementary School uses a variety of teaching techniques, including hands on instruction, to ensure a strong understanding of math facts the third grade. The use of Go Math in first and second grade helps achieve this goal. This strong understanding of math facts ensures student preparation for the demands of the upper elementary math program. The upper elementary uses Harcourt Math to ensure student preparation for pre-algebra or Algebra when leaving 6th grade.

The King’s Academy Elementary School uses ACSI Purposeful Design science curriculum. This curriculum includes hands-on exploratory activities and experiments which can be done in the classroom or in the science lab. In grades three through six, students attend science lab class once a week to reinforce current science concepts through the use of hands-on labs. Sixth grade students also compete annually in the county science fair.

TKAES’s Social Studies standards utilize the Harcourt Brace and MacGraw-Hill curriculums. The curriculums, along with state standards, provide students opportunities to learn the United States’ founding, history, and geography. The students practice learned knowledge through PowerPoint presentations, oral presentations such as the wax museum, and writing and illustrating books. The upper elementary students also compete in the county’s Social Studies educational games.

Core curriculum at TKAES includes study of the Bible. Students attend Bible class for thirty minutes four days per week. During this time teachers use Bible stories, verse memorization and positive character traits to develop a Biblical worldview and heart for Christ. Teachers also lead students in understanding how to use what they have learned and make wise choices in daily living. The teachers use the ACSI Bible curriculum in conjunction with the Fruits of the Spirit curriculum. Speakers introduce a new character trait during chapel each month, and teachers discuss traits in detail during class.

Special Subject Classes enhance the classroom instruction and provide enrichment. Music theory and vocal music classes allow students to explore music through singing and playing instruments. A specialized elementary music room equips students to learn about different composers, to dance to the music of different cultures, and to prepare them to be a part of the band or the King’s Kids choir in the upper grades. Regular community outreach opportunities in music also align students with the school’s mission “to impact our world.”

Art classes focus on learning the techniques of the Masters. The students have the opportunity to meet the Masters in a PowerPoint presentation, and then look at their art to discover how they finished the product. Use of various mediums is offered to complete projects done in art class. In December the art work of each elementary child is framed and displayed in a school art show. In Spanish class students learn about the culture and language of Spanish speaking countries. The Spanish room is equipped with musical instruments, well-known children's books written in Spanish, posters and Spanish labels on the different items in the room.

Students in second through sixth grades learn keyboarding during computer class and also receive instruction on internet safety. Instructors emphasize creating Power Points, utilizing Word to create written documents, and navigating the internet.

Physical Education classes meet at least 3 times per week and TKAES partners with the NFL 360 program. Students participate in "The Lion Run" each year. The Presidential Physical Fitness model teaches essential concepts in promoting an active and strong lifestyle. Furthermore, Physical Education teachers implement units on making healthy food choices and sport-specific games and activities. Finally, students in grades three through six enjoy participating in TKAES's Brain Games program once per week for thirty minutes. Brain Games utilizes cooperative challenges that promote creativity, collaboration, problem solving and higher order processing and thinking skills. Brain Games provides the strategies and environment necessary to nurture a student's curiosity and promote thinking "outside of the box."

2. Reading/English:

The King's Academy Elementary School strives for academic excellence and spiritual vitality. The first step towards academic excellence is a solid educational base. The King's Academy's Elementary Reading Curriculum accomplishes this goal. Students Pre-K through first grade experience the A beka Reading Program as they learn to read. This explicit, systematic approach to teaching gives the reader a strong foundation. With an intensive phonics approach, even lower-ability students can learn to read successfully. From the very beginning, students learn phonics skills in meaningful, character-building stories that correlate with phonics concepts. This program builds enthusiasm and helps to motivate students in learning with genuine, early achievement in reading. Quality literature, teacher read-alouds, reading groups and literacy centers all contribute to TKAES primary reading education.

In an effort to diagnose and ultimately improve the reading skills of students, the STAR Reading and Star Early Literacy tests are administered quarterly. Students from first grade through sixth grade participate in the Accelerated Reader Program. As a result, students read at their optimal instructional level and teachers monitor individual progress.

As students progress from "learning to read" in kindergarten and first grade, beginning in second grade, the focus moves to "reading to learn." The King's Academy Elementary School believes in the power of a fully integrated Language Arts curriculum and chose Harcourt Trophies for second grade and Harcourt Story Town for grades three through six. Both provide leveled readers to meet student needs at individual levels. The Language Arts curriculum includes strong vocabulary, grammar, writing, spelling, comprehension, and quality literature.

In order to meet the needs of readers performing below grade level, teachers provide additional instruction with Rx Discovery for Reading. This highly intensive, research-based reading program meets throughout the week in a small group setting.

To enrich and foster a love for reading, students encounter a variety of trade books at each grade level. Fluency testing is administered for students at the beginning of the year, mid-year, and at the end of the year. A Reading and Writing Committee meets throughout the year to discuss methodologies, best practices, school improvement, and teacher training opportunities. A full-time media specialist works alongside teachers to improve integrative instruction and provide access to quality resources and technology. A resource teacher educates faculty in best practices to differentiate instruction in order to meet the needs of all

students. Faculty members strive to improve the instructional approach, imperative to meeting the needs of the twenty-first century learner in the area of reading and language arts.

3. Mathematics:

The King's Academy Elementary School utilizes a multi layered approach to mathematics curriculum. The math curriculum team has selected specific curriculum that meets the needs of students at the lower and upper elementary levels, while preparing them for success at the middle and high school levels. The elementary school incorporates teaching strategies in the classrooms built around the visual and kinesthetic approach. The school offers a wide array of manipulative items which allow teachers to incorporate a hands-on approach into any and all lessons.

The lower elementary grade levels utilize the Go Math curriculum published by Harcourt. The Go Math curriculum allows the school to focus on foundational mathematics principles, while requiring students to think critically as they use those principles for problem solving and real world application features. The curriculum also incorporates important vocabulary on a cyclical basis allowing teachers the opportunity to continually emphasize critical concepts.

The upper elementary grades utilize Harcourt Math curriculum. The cyclical curriculum and teaching strategies emphasize depth in a variety of concepts. A continual focus on math facts builds confidence in students while establishing a stronger foundation. Furthermore, the chosen curriculum incorporates an enhanced problem solving focus which requires students to utilize multiple concepts and procedures in order to find the correct answer. Although TKAES has experienced excellent testing results in the area of overall mathematics, the Elementary school has begun utilizing the Go Math curriculum by Harcourt in order to build consistency throughout the K-6 program, while also striving to close several small learning gaps which remain.

As in every school, multiple students in every grade level will struggle with success in math. The elementary teachers strive to assist both high achieving students and slower developing students through the use and incorporation of technology into the classroom. This motivates high performance students to research and model for others in the class. It also provides teachers the ability to differentiate instruction. Furthermore, utilizing an additional technological component, iXL Math, allows teachers to assign specific problems to individual students so students can be challenged individually with increased rigor in units where they excel while receiving skill review in areas of deficiency using a technology platform which makes learning enjoyable.

Coupling current curriculum along with these teaching techniques and educational technology programs allows the elementary school to ensure success in the mastery and enhancement of mathematics skills for both high and low level students.

4. Additional Curriculum Area:

The King's Academy Elementary School family begins with three year olds at the school's preschool satellite campuses. The three year old program prepares each child for success in the school program. The preschool program provides instruction necessary for success in the classroom. The preschool section of the TKAES strives to ensure children have a solid knowledge of letters, letter sounds, colors, shapes, and number concepts.

The preschool program enriches children through units and special events reflective of the current topic of study. These special events add to an already fun and engaging classroom. The preschool program teaches each child to cooperate, listen, and follow directions. Teachers focus on problem-solving skills using words and communicating effectively. The pre-kindergarten program then continues building on those foundational and necessary skills needed to be successful in school and life. The students the pre-kindergarten classes receive from the preschools make a seamless transition into a more structured and academic day.

The pre-kindergarten program lays a foundation for learning the school routine. Each child develops a love for learning, in order to reach full potential in all areas of growth. Three locations feed into the kindergarten program on the main campus, with developmentally appropriate classrooms, which engage all learners and provide a complete education by nurturing each child academically, emotionally, and spiritually.

The pre-kindergarten classroom presents fun, engaging center activities as well as whole class and individualized instruction utilizing cooperative learning, discovery learning, and play. Tiered center activities meet each child at the student's instructional level and challenge those ready to move forward. The children also receive enrichment classes from certified teachers in musical movement, vocal music, and art.

The pre-kindergarten program instructs each child in application, analysis, and synthesis of phonemic sounds, letter discrimination, and number concepts. The program prepares each child for successful reading through brain developing activities. The children also experience science and social studies through unit studies which include projects, special events, and field trips.

A strong preschool and pre-kindergarten program establishes a solid foundation for each student allowing TKAES to develop Christian scholars who are prepared academically, spiritually, and socially.

5. Instructional Methods:

Students with documented disabilities have the opportunity to enroll in the Success For All Students (SFAS) program. Students with diverse needs, enrolled under the SFAS program, receive appropriate classroom accommodations based on diagnosed disability, which includes but isn't limited to preferential seating, extended time to complete work, and reduced workload. SFAS students receive direct instruction in the regular classroom. Instruction is not modified for students with disabilities as they are expected to complete the same learning objectives as the regular student population. It is important to note that not all students with diagnosed disabilities enroll in the SFAS program. There are currently 24 students at The King's Academy Elementary School with a diagnosed disability who are not enrolled in SFAS. These students meet academic standards without accommodations.

Teachers use a differentiated instructional approach and provide student support through scaffolding strategies. For students enrolled in SFAS, the Academic Support classroom provides additional scaffolding strategies. The Support team develops classroom accommodations and documents child's accommodation plan. Teachers with students in the SFAS program attend quarterly workshops. These meetings provide an opportunity for teachers to learn brain-researched strategies for diverse learners. In 2012-2013, the workshops studied SDE "Differentiated Instruction Intensive Institute: Advanced Content & Application." This year, workshops study the Marzano Framework and Blackburn and Witzel's book, *Rigor for Students with Special Needs*.

Academic games, manipulatives and various other resources are available to all teachers. Class sets of various math manipulatives help encourage teachers to use the Concrete-Representational-Abstract approach to teaching mathematics. Various academic games for all grade levels help to reinforce skills and keep students engaged. Technology is an important tool for learning. The Accelerated Reading/ Star Reading Program is a standardized computer-adaptive independent reading program, which assesses reading comprehension and achievement and helps determine initial reading ranges and monitors the child's progress. Daily classroom time is allotted for AR reading. School-wide incentives are provided at the end of each quarter to encourage meeting quarterly goals.

Promethean boards and interactive learning flip charts in each classroom augment student lessons. IXL provides comprehensive, standards-aligned math practice for K-6 students. It is used as a supplement to the math curriculum that allows individual growth in very specific segments of math. Incentives encourage student participation in the IXL program.

6. Professional Development:

The King's Academy Elementary School has made a commitment to providing meaningful and continual training and professional development for both faculty and staff members. Currently, TKAES implements both a top-down and bottom-up method of professional development. Along with budget allocations for individual teacher professional development in areas of particular interest to staff members, three specific action steps have been put into place for the 2013 school year to provide precise focus on areas of needed growth in K-6 faculty.

Beginning in August, the school began implementing the Marzano Teaching Strategies Model campus wide. This comprehensive training allows TKAES to emphasize and place a precise focus on proven qualities of effective teachers. This year, a large amount of training time has been invested to improve use of goals and objectives in the classroom, along with finding new ways to continually engage students. The Marzano training has allowed the school to develop a common language on campus among teachers and administrators which has improved communication regarding best teaching practices and collaboration from peer to peer teachers. Further, Marzano training has strengthened evaluation tools for teachers, positively affecting the overall quality of instruction within the classrooms.

Along with the implementation of Marzano strategies, the school utilizes teacher-led training sessions wherein members of the faculty bring to the table effective and proven strategies. These small collaborative groups give teachers ownership of the curriculum and classroom, while also allowing them to be seen as a campus wide resource on at least one research based strategy. Teachers and grade level chairs have also enjoyed the opportunity of sharing examples of practices that have successfully (and at times unsuccessfully) worked in classrooms so other faculty members can implement and utilize these practices if they choose to do so.

Finally, the school has increased the level of technology across the campus with the addition of Promethean boards and automatic student response systems installed in every elementary classroom. Additionally, the Wi-Fi enhanced campus supports student-owned devices as well as school-owned individual response devices. In order to ensure the success of technology integration, the administration has dedicated resources to provide multiple technology training sessions for teachers. These sessions began at the end of May 2013 so that teachers could utilize training over the summer to gain comfort and plan the year accordingly. TKAES continues to provide professional development, seminars and in-house training workshops for teachers on all technology implementation programs.

7. School Leadership

A Board of Governors leads The King's Academy Elementary School, provides policy and fiduciary oversight based on the Carver Model of board governance, and hires a President to administer the school. A Chief Financial Officer and a Director of Development answer to the President to provide proper resources for the different academic divisions of the school. Three distinct academic divisions fall under the purview of a Chief Academic Officer, who also answers to the President: The King's Academy Preschool (Toddlers-PreK), The King's Academy Elementary School (K4-6), and The King's Academy Secondary School (7-12). The Preschool (TKAP), with three current locations, is led by a Coordinator with a Campus Director at each site. A separate Principal leads both the Elementary School and the Secondary School.

The Elementary School Principal, with an Assistant Principal (focusing on curriculum and instruction) and a Dean of Students (focusing on student behavior), leads the Elementary School and coordinates curriculum and programs with the Preschool and the Secondary School to ensure continuity and student success. The leadership within the elementary school works alongside the faculty to create a school culture that promotes positive relationships on multiple levels on a campus designed to educate the whole child.

The administrative team develops a culture of concern and love for students so that they grow academically, socially, and spiritually. The "lunch bunch" program, one example of this culture, consist of specifically designed small peer groups of upper elementary students meet on a monthly basis with an assigned adult mentor (consisting of specific school personnel). These individuals strive to ensure that students

successfully navigate through their changing world as pre-teens while balancing increased academic rigor. Outside of the classroom and with no organized curriculum, this time provides faculty and administration the opportunity to mentor and advise students, while developing positive relationships within the student body.

Furthermore, the administration strives to ensure that input from across the learning community is pulled together to create an atmosphere of success for students through professional development. The King's Academy Elementary school has set a policy regarding professional development for teachers which allocates substantial funds from each year's budget specifically designed to give teachers the flexibility to meet precise professional development needs. This allows teachers to pursue growth in areas of individual interest, bring the latest instructional strategies to the classroom and remain on the cutting edge of growth in their field.

These specific examples of the collaborative efforts made by the administration and leadership of The King's Academy ensure success for each student in a culture of genuine love and concern.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Independent

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$12950
1	\$12950
2	\$12950
3	\$12950
4	\$12950
5	\$12950
6	\$14440
7	\$0
8	\$0
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?
(School budget divided by enrollment) \$12658
5. What is the average financial aid per student? \$3900
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 21%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 15%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford 10 (2008-2011), Terra Nova 3 (2012)</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>NCS Pearson INc - CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	643.7	657	642	647	645
Number of students tested	52	44	61	61	59
Percent of total students tested	100	100	100	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford 10 (2008-2011), Terra Nova 3 (2012)</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>NCS Pearson INC - CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	656	659	660	648	651
Number of students tested	48	70	64	59	65
Percent of total students tested	100	98	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford 10 (2008-2011), Terra Nova 3 (2012)</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>NCS Pearson INC - CTB McGraw hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	675.6	682	687	690	676
Number of students tested	78	76	65	61	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford 10 (2008-2011), Terra Nova (2012)</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>NCS Pearson INC - CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	694.9	687	700	689	693
Number of students tested	93	84	69	73	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford 10 (2009-2012) and Terra Nova 3 (2013)</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>NCS Pearson Inc - CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	652.3	659	657	655	653
Number of students tested	52	44	61	62	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford 10 (2008-2011), Terra Nova 3 (2012)</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>NCS Pearson INC - CTB McGraw hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	659.8	667	670	667	669
Number of students tested	48	71	65	58	65
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford 10 (2008-2011), Terra Nova 3 (2012)</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>NCS Pearson INC - CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	675.2	677	675	680	671
Number of students tested	78	76	65	61	70
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford 10 (2008-2011), Terra Nova 3 (2012)</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>NCS Pearson INC - CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	686.9	688	697	688	690
Number of students tested	92	83	69	73	86
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: