

U.S. Department of Education
2015 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. Kurt Unruh, J.D.

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

Official School Name Valor Christian High School

(As it should appear in the official records)

School Mailing Address 3775 Grace Blvd

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

City Highlands Ranch State CO Zip Code+4 (9 digits total) 80126-8123

County Douglas State School Code Number* 060749

Telephone 303-471-3000 Fax 303-471-3001

Web site/URL http://www.valorchristian.com E-mail gary.fisher@valorchristian.com

Twitter Facebook
Handle https://twitter.com/Valorea Page https://www.facebook.com/pages/
gles Valor-Christian-High-
School/145604928832915 Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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. Kurt Unruh E-mail: kurt.unruh@valorchristian.com

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

District Name _____ Tel. _____

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 Mrs. Kylee Lourie

(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 2014-2015 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. 3 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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	138	113	251
10	111	98	209
11	103	92	195
12	110	112	222
Total Students	462	415	877

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 3 % Black or African American
 - 6 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 83 % White
 - 3 % 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 2013 - 2014 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, 2013 until the end of the school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1	854
(5) Total transferred students in row (3) divided by total students in row (4)	0.019
(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: 4

9. Students receiving special education services: 6 %
50 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.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>41</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> 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	15
Classroom teachers	71
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	53

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 12:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	93%	94%	95%	96%	97%
High school graduation rate	100%	100%	100%	100%	100%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	202
Enrolled in a 4-year college or university	97%
Enrolled in a community college	1%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	2%

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

Yes No

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

15. Please summarize your school mission in 25 words or less: In partnership with committed parents, we provide a purpose-driven college preparatory program within a vibrant Christ-centered environment that fosters wisdom, knowledge, leadership, faith and service.

PART III – SUMMARY

Valor Christian High School is an independent college-preparatory school located in Highlands Ranch, Colorado standing firmly behind its' Vision to prepare tomorrow's leaders to transform the world for Christ. Valor opened its' doors in the fall of 2007 and has since grown from 155 to over 870 students serving grades 9 – 12 maintaining a 12:1 student to faculty ratio. Valor has received joint accreditation through AdvancED and the Association of Christian Schools International (ACSI) and is a Charter member of the Council on Educational Standards and Accountability (CESA). In February, 2015, Valor was the first school in the world to receive Exemplary Accreditation through ACSI.

The Valor student community is unique and diverse. Without a singular feeder school, Valor draws students from 70+ middle schools around the greater Denver area providing for a diverse, non-denominational culture. Because of the large geographic draw of our student body, creating a sense of community for both student and parent is paramount to our success. A large number of traditional community events and celebrations serve to unify the community. The school believes that qualified students who wish to attend Valor should be given every opportunity to do so; therefore Valor has a robust Tuition Assistance Program that provides 32% of enrolled students with partial tuition assistance.

Valor's curriculum meets the very highest educational standards. Offerings include 12 Honors courses, 17 Advanced Placement (AP) courses and 22 concurrent college credit courses. Valor's AP exam pass rate is 88%. Likewise, school ACT scores far exceed state and national marks and continue to rise every year. In the graduating class of 2014, the upper 50% of our students achieved a mean ACT score of 28.6, and the top quartile achieved a mean of 30.7. That class included two National Merit Finalists. This year, we have 3 semifinalists competing, 5 commended students and two National Achievement Finalists. One hundred percent of the class of 2014 graduated; 97% went on to 4-year colleges that included Stanford, M.I.T., and the United States Air Force Academy. Academic Merit Scholarships exceeding \$3M was awarded to 2014 graduates for their freshman year of college alone. Additionally, Science & Technology, Economics and Business clubs/teams compete at high levels and the Valor Speech & Debate Team is ranked in the top 10% of teams in the United States.

Valor offers a variety of traditional and innovative academic programs and strategies. The Academic Development Department is devoted to identifying various types of gifted and challenged learners, providing them unique support such as exceptional courses, individual and small group tutoring, study skills and organizational skills training. Valor employs full-time Math and Writing specialists who operate walk-in centers and remain on-call to assist students throughout the day. An ACT/PSAT specialist provides preparatory courses for all students. In addition to summer school, unique classes and professional internship opportunities, students can participate in Valor Practicum Week. This time is reserved to intentionally facilitate student opportunities to explore areas of interest/passion such as service, international travel, job shadowing or unique activities and classes hosted by Valor faculty.

Student Life at Valor is vibrant. A large team of dedicated specialists collaborates to create a variety of programs for students that include weekly Chapel and Community events, Student Council, small advisory groups, clubs and dynamic activities where all students can engage. Additionally, Valor has a unique "Fellows" Program where college graduates are hired with the specific role of spending a year at Valor promoting student life, connecting with students from different backgrounds and supporting various departments in the school, while being trained and mentored in the profession of secondary education.

Seventy-eight percent of students participate in the Arts through classes and co-curricular activities. Several productions throughout the year integrate original student work in the disciplines of drama, dance, music, theatre and studio art. The Arts+Media programs are in the process of planning for new innovations provided by The Valor Center for Culture and Influence, a \$35M performing arts and teaching complex opening in the fall of 2015.

Athletic offerings include 24 sanctioned sports with 77% student involvement. Valor has won 33 League Championships, 11 State Championships, 3 Colorado Gatorade Player of the Year Awards, and 6 State

Coach of the Year Awards. To encourage a heart of local and global service, each Valor student is expected to participate in 100 hours of community service before graduating. Additionally, students serve around the world through the Valor Discovery Program. Since inception, Valor has sent over 1300 students to serve in 70 different experiences in 21 countries. Student Disaster Relief Teams travel to various parts of the country assisting communities in crisis. Their efforts have been recognized in the Denver Post and on nationwide NBC Nightly News.

Although Valor is a young school, the school motto, Influence through Excellence, impacts every area of school life and speaks to Valor's desire to be ranked among the finest schools in the nation.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum at Valor Christian High School is designed to prepare every student for college and post-graduate leadership. Our graduation requirements and curriculum have been designed to equip students for this lofty goal, and be prepared for future academic challenge and career goals. All courses meet the very best educational standards and are taught in a manner that prepares students for future academic challenges and career goals, without jeopardizing the importance of a Christian worldview. Our Graduate Student Outcomes target spiritual formation, college preparedness, and cultural engagement and provide vision and framework for curriculum planning and development. College and career readiness is measured objectively by standardized tests, AP exams and college readiness scores, in combination with longitudinal parent and student surveys. These measures provide backwards information to inform pedagogy.

English Language Arts

Valor’s English language arts curriculum is designed to ensure that graduates are college-ready: able to think critically, explore, problem solve, collaborate, and communicate effectively. The required four-year curriculum is designed to promote quality over quantity. Students write frequently with a variety of styles and purposes—with an emphasis on argument—receiving regular direction and guidance from their instructors. Students also exercise oratory skill through oral exams, debates, class discussion and presentations. Within literary studies of the Western Canon, careful attention is given to language mastery as well as worldview analysis.

A complement of honors, AP English Language and AP English Literature courses provide more rigorous challenges for those students who are advanced in their language development and thinking. These courses extend readings and require more lengthy and nuanced writing. They expect greater class participation and place higher expectations on students. An emphasis is made to support students of all levels. English teachers have a reduced teaching schedule, which provides space for students to regularly meet with their teachers, and for teachers to spend more time in meaningful feedback on writing assignments and to encourage students to correct and resubmit their writing assignments in order to gain mastery. Additionally, all students can schedule one-on-one appointments with a full-time writing lab instructor.

Mathematics

The Valor mathematics curriculum is designed to build, over the course of four years, the essential critical thinking and problem solving skills necessary for college and career readiness. Course offerings range from Algebra I to AP Calculus BC and are strongly correlated with both the Common Core Standards and the concepts assessed on standardized and college entrance exams. Assessment data, placement testing, and teacher recommendation allow for the selection of a mathematics course plan that meets the needs, interests, and abilities of each individual student. Valor math teachers move students from basic concrete thinking to conceptual understanding of complex application, emphasizing procedural fluency, strategic competence, adaptive reasoning, and productive disposition.

Honors and Advanced Placement level courses provide regular enrichment tasks for students desiring more challenging additional topics or topics in greater depth. Advanced Placement choices are offered to students including AP Calculus AB, AP Calculus BC and AP Statistics. Students who struggle to meet mathematical benchmarks are scheduled in an elective math lab course designed to build foundational skills and reinforce classroom concepts.

Science

Students have the opportunity to use science as a process to investigate and discover the scientific laws and natural relationships that govern the world. Valor students are equipped with effective analytical and problem-solving skills, incorporated within the study of science, to better understand God. Science requires three years of coursework. In addition to the traditional course offerings in Biology, Chemistry, and Physics, students have the ability to dive into various Advanced Placement and elective offerings including: AP Biology, AP Chemistry, AP Physics, Forensic Science, Robotics and Engineering, Marine Science, and

Human Anatomy and Physiology. Each classroom is replete with cutting edge resources such as lab apparatus, spectrophotometers, 3-D printers, and supporting software/technology.

History

The Valor history curriculum equips students with the necessary historical knowledge, communication skills, and analytical abilities to examine multiple perspectives of history. Emphasis is given to thorough research, clear thinking, and dynamic presentation through the use of primary sources, Socratic discussion, and oral finals and presentations. Three years of coursework are required, including The World and the West, U.S. History, Government, and Economics. Students also have the flexibility to dive into areas of interest and can choose from AP United States, AP Government, AP Micro/Macro Economics, AP European History as well as unique elective offerings such as World Issues, Controversial America, and Technology through History.

In addition to developing engaging college preparatory curriculum, Valor has 9th and 12th Grade Seminar classes, which ultimately begin the process of helping students identify their future college and career paths. The focus of 9th Grade Seminar is to help students have a deeper understanding of who they are and their individual strengths and weaknesses so they can learn more efficiently and self advocate more effectively. In 12th Grade Seminar, students are taken through a guided curriculum that facilitates students' projections and plans for the future. At the end of the course, each senior gives a capstone presentation to Valor stakeholders that reviews contributions and accomplishments and articulates a personal purpose statement and life mission statement.

2. Other Curriculum Areas:

Arts

Valor offers a vibrant Arts Department that is committed to reclaiming the arts for Christ. Art is infused into our core curriculum as part of our academic value of excellence because any excellent product contains thoughtful expressions of art, beauty, and design. A 9th grade specific arts elective allows students the opportunity to explore artistic skills and values which will provide a foundation essential to their course work. Approximately eighty percent of Valor students participate in multiple art classes and co-curricular programs. With forty-two different offerings, the Arts Department is one of the largest and most developed programs on campus. Students can pursue their unique passions through classes in fine arts, ceramics, dance, drawing and painting, media production, graphic design, voice, guitar, worship band, song writing, broadcast news, photography, beats and loops, studio recording, web design, animation, theatre, and video production. In the fall of 2015, the arts classes will move into a state of the art performing arts and teaching center that contains specifically designed classrooms and spaces for each discipline.

Athletics

Athletics serves as a means to support the Valor mission through spiritual formation, character development, teamwork, healthy living, and leadership skills. Seventy-seven percent of our students participate in eighteen different athletic sports, many of which have both developmental and competitive teams. In seven years, Valor has gained an excellent reputation in athletics because of its accomplishments but mostly because of the quality of men and women it produces. Last year, forty-three student athletes, including twenty-one Division I athletes, signed in seventeen different collegiate sports. A year-round Valor Performance program and training sessions are available to all students. This program is designed to enhance athletic performance and promote emotional, physical, and spiritual health.

Discovery and Outreach

One of the most unique programs available to students is the Valor Discovery program. This program allows students to participate in intercultural experiences, enhancing students' holistic development. Over 1,300 students and leaders have traveled to 70 different experiences in the slums, jungles, plains, dumps, beaches and urban areas of 21 countries. All Valor students have a 25 hours/year service requirement that includes a wide variety of community and regional projects. Students report that their experiences through Valor Discovery have been paramount to their personal development and spiritual formation, directly supporting the school mission.

World Language

Valor Christian High School is in compliance with the program's foreign language requirements. Moreover, in order to prepare leaders who can affect change in the world, Valor has an exceptional program where students can gain mastery/fluency of a number of different languages, including Chinese, French, Latin and Spanish. In addition to traditional and AP course offerings, students participate in varied cultural events and activities. Immersion trips to Guatemala, Spain, and French Canada are offered.

Technology

Valor students are exposed to a wide variety of hands-on computer and technology experiences including software design and programming, configuration of computer hardware, and the development of iPad and iPhone applications. A group of Valor students have created the "Valor App" which is available for download in the Apple App Store. Within our Robotics and Engineering course, students are able to learn product and software development through creating robots and using a 3-D printer. Other courses include AP Computer Science, Computer Programming, Graphic Design, Web Design and Video Production.

Business and Communications

Valor also offers a variety of relevant and rigorous business, marketing, and communication electives. These courses are designed to prepare students to continue their academic and professional pursuits. A vibrant Business Club offers students hands-on experiences including internships and DECA competition. A large number of students participate in our competitive Speech and Debate program (a member of the National Forensic League's Prestigious 100 Club) and course offerings. The effective communication skills taught in these courses and a club environment equips students to think critically, reason rationally, and present their ideas eloquently.

Advisory/Life Groups

Throughout all four years, all students are in a Life Group, which consists of a small group of single gender students and a faculty/staff advisor. These groups are specifically and strategically designed to encourage students to develop their fullest potential, establish significant friendships and thrive in a collaborative group as they encounter and/or discuss life issues.

3. Instructional Methods and Interventions:

Valor seeks to graduate students with academic competence that can clearly make a difference in the world. The student population is large with diverse learning styles. Thus, every student must be intentionally embraced for their unique abilities, finding methods to motivate them to be effective learners with an ability to adapt to a variety of instructional styles and learning environments.

There are many layers of support in an effort to support all students academically. Support begins when they are first accepted to Valor. Prior to the start of 9th grade year, students can enroll in preparatory classes, access online curriculum, and meet with academic counselors. 9th Grade Seminar is a required class for all 9th graders because it teaches them how strengths/weaknesses, personality, brain make-up, learning style, and grit impact the achievement of academic and personal goals. Students are empowered to advocate for themselves as learners, establish vision and direction, and move into leadership roles based upon the information learned through the course.

Throughout the four years, students also have access to other academic support programs: The Write Place, Math Lab, RISE: Academic Coaching, Valor Tutoring Center, Peer Tutoring, Accommodations, and a fully resourced library that maintains late hours to assist those in after school co-curricular activities. Valor's goal is that every student grows, achieves, succeeds and breaks through to new capacity and understanding.

An emphasis exists across all subjects to engage students and promote participation in the learning process. Valor teachers seek to reach "every student, every minute," creating engaging contexts with meaningful work and important questions. Classroom instruction is deeply rooted in student-centric activities where teachers engage students through interactive and experiential learning. Collaboration and cooperative learning are an integral part of daily classroom routines. Students are given the opportunity to investigate

ideas and move toward a project-based stage of contextual application. Relevant technology is integrated whenever possible in order to enhance learning and the exploration of real world phenomena.

Within departments, there is a common planning period that facilitates teachers working collaboratively to plan instruction and promote student learning. Teaching teams are responsible for the development, implementation and reflective evaluation of curriculum and instruction. Every summer teachers participate in curricular review teams that align curriculum vertically by departments and horizontally across disciplines. This work assures that classroom instruction and student work is working together most efficiently to meet the academic values and Graduate Student Outcomes.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Valor has experienced rapid enrollment growth since its inception in 2007. This growth is reflected in the number of students ACT tested per class increasing from 65 to 201. Along with accelerated enrollment, Valor has diligently pursued exceptional ACT results. The composite score of graduating seniors has increased from 23.6 in 2010 to 25.1 in 2014. The performance trends have been similar in Reading and Mathematics. In Reading, students improved from 23.9 to 25.0 and in Math they improved from 23.5 to 24.9.

Valor has committed to refining curriculum, instruction and data analysis. English and Math departments are directed by department heads that have guided teachers through a deep and systematic evaluation of the curriculum. Over the course of the last five years, much work has been done to define a clear scope and sequence that all the teachers are committed to. Over the same time span, similar growth in AP testing results has occurred. AP Calculus AB classes have seen the mean test score increase from 2.94 in 2010 (17 students tested) to 4.42 in 2014 (31 students tested). In AP English Literature and Composition, the mean test score increased from 2.87 in 2010 (31 students tested) to 4.09 in 2014 (43 students tested).

Valor doesn't have a demographic subgroup that makes up 10% of the graduating classes. However, the largest subgroup of Hispanic/Latino students has had a growth trend that has outpaced our larger population. This group had a 21.2 composite score in 2010 (5 students tested) and a 24.8 in 2014 (14 students tested). This is six points higher than the national average of 18.8 for Hispanic/Latino students. These results are pleasing, and Valor will continue to monitor and pursue parity amongst all student subgroups.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Valor employs a systematic assessment cycle to evaluate student progress and prepare them for college admissions tests. Previously, Valor utilized the Explore and PLAN tests from ACT for 9th and 10th graders, but this is currently transitioning to the ACT Aspire test. The PSAT is administered in October each year to 10th and 11th grade students. In the spring of their junior year, students will begin taking the ACT or SAT. Beginning with the class of 2015, the entire junior class sits for an ACT plus Writing exam in April each year. This is an essential checkpoint in order to evaluate the college readiness of students.

The Explore and PLAN data has been the most valuable for improving instruction. The Valor academic leadership team has worked to interpret this data for departments and teachers so that specific areas for improvement can be identified. Additionally, class rosters have been generated with student performance on each sub-category of the assessments. A number of in-service and training days have been days dedicated to the interpretation and application of the data. Teachers within teaching teams have used this data to determine if students are missing certain conceptual components within their discipline.

Valor distributes the results of this data to parents and students with the semester report cards. The Academic and College Counseling team also uses these various data points during the counseling process with families. The student's performance on the ACT or SAT is important in recommending which colleges to consider.

The results of the junior year PSAT and the subsequent National Merit competition are widely reported along with our ACT performance. These results are shown on our school profile, in an annual State of Academics report and various e-newsletters to our community.

Part VI School Support

1. School Climate/Culture

Valor people, not programs, provide the primary influence of a positive environment and motivation and support for students academically, socially and emotionally. The majority of hiring, planning, in-service and faculty/staff meetings emphasize a dedication to and preparations for Valor students who are referred to as the “object of our affection.” To motivate and support students, one must first know them. As students’ gifts and abilities are discerned, they are cultivated so that they will bear good fruit.

Programmatic strategies also help to tactically meet students’ needs. The SpeakLife program is a plan where faculty and Deans proactively identify and call out hidden talents in each student. It can range from a teacher who discovers an ability in a shy student to write a beautiful sonnet, to a coach who uses encouragement to coax students to success in athletics or arts, to the approach the Student Deans use in spending the majority of their time catching kids doing good, and then speaking encouraging “life” into that student. A vibrant student community is promoted by LifeGroups, which are weekly gatherings of 8-10 students with a staff or faculty member for fellowship, discussion, mentoring, play and prayer. Student Life leaders help create a vibrant community with engaging community events, chapels, dances, pep rallies, clubs and hallway activities. This team is available to students throughout the week and in “off periods” so that there is always a mentor or friend available. The Shepherd’s Guild is a multi-department team that meets bi-weekly to discuss students who may need help. Valor has a distinctive disciplinary program that is centered on making allies with students and parents, rather than implementing prescriptive consequences for every student indiscretion. Other student-centric programs include student coaching through the Valor Tutoring Center; the Valor Career Center that helps place students into job opportunities and internships; and the Discovery program that sends students on community, domestic and international trips service and immersion experiences.

Likewise, being in a workplace that is a tight-knit community buoys faculty and staff. In addition to formal fellowship such a faculty/staff retreats, collaborative groups, mentorship programs and ongoing meeting times, the Valor faculty/staff routinely collect in prayer partnerships, on-line teacher hubs and blog discussions. Academic leaders and a full-time Director of Spiritual Life provide ongoing professional development and mentoring.

2. Engaging Families and Community

Student success and school improvement are inseparable from stakeholder buy-in – and community buy-in is never greater than when the mission and vision of the school is fostered in practical and collaborative ways. The school vision “to prepare tomorrow’s leaders to transform the world for Christ” is a lofty goal that requires strong partnerships with parents, engagement with the local community, and can extend to global leadership and service to others.

Valor begins with the premise that parents are the primary educators of their children and have partnered with the school to provide excellent formal academic instruction, character and spiritual development, co-curricular opportunities, and leadership training for their teens. Consistent and effective communication is provided through the school website, FAWeb, weekly newsletters and one-to-one conversations. Valor annually hosts a Parent Orientation weekend, and multiple community events throughout the year including a Day in the Life night to meet teachers, evening discussions with the Head of School, and multiple College Night events. Parents also give regular feedback and take part in a variety of opportunities for direct involvement in the life of the school. Valor parents serve as part of the Eagle Eyes safety program, Yellow Jackets customer service team, and as part of the Barista crew. The Valor Parents Association is a vibrant group of parents that work in various committees to form a tightknit community supporting Student Life.

Community partnerships also support school and student success. Valor has a partnership with Colorado Christian University to offer concurrent college credit for 22 Valor courses. Students also engage in internship opportunities across several industry sectors, as well as shadow and mentor opportunities. Every

year, Valor hosts a Career night that brings over 60 different professionals together for a forum to work with students in exploring career options. Valor Arts and Athletics departments also engage the community in forming cooperative athletic camps and opportunities for acting and symphonic productions.

Finally, student success is seen through the lens of service to others. During their 4-year stay, Valor students amass over 100-service hours working in local service organizations. A student-led emergency response team serves victims of natural disasters such as flood and hurricane damage. This is in addition to all of the service provided by the Discovery program where students serve in over 21 countries.

3. Professional Development

Valor is committed to an intentional and strategic approach to professional development aligned with mission, vision, operational and long-term goals. Learning is a life-long pursuit that must be embraced not only by students, but also by the entire team of faculty, staff and administration. The Valor Professional Development Plan includes a dynamic 3-year plan containing plenary, departmental and individual strategies for advancing growth through systematic and programmatic initiatives.

All professional development centers on successfully carrying out the mission and vision of the school, and points to achieving student outcomes that include spiritual formation, college preparedness and cultural engagement. All teachers, departments, and Directors/administrators in the school annually create strategic plans that inform professional development needed to achieve measurable goals. Valor Academic Strategic Plans contain goals, tactics, and metrics of academic success and student achievements for the next five years. Likewise, the overall School Improvement Plan outlines training necessary to amplify competence in specific areas. A Professional Development Planning Team annually reviews these documents, along with Parent and Student Surveys, annual performance review documents, standardized testing data, faculty/staff feedback and observations of best practices throughout the country in order to develop an overall yearly and long-term plan. Intentional planning allows professional development to be married to budget planning and prioritized implementation.

Valor has dedicated vast amounts of resources towards a variety of learning opportunities. An annual “Pre-Season” of intense training occurs more than two weeks prior to every school year. During the year, all department members enjoy a common “off” period and a Tuesday “late start” where weekly meetings are job-embedded, increasing the transfer of content mastery and best practices to classroom instruction. Professional development via traditional in-services and summer curricular work are standard. Additionally, Valor is committed to offering and promoting online opportunities for growth and development. The Valor Teachers’ Hub is an online site where faculty exchange ideas, collaborate, post articles, and take online training in a variety of areas.

In 2103, Valor administration hosted the inaugural Christian Educators Training Institute for member schools of the Council on Educational Standards and Accountability. Internally, training focus has been on Biblical worldview integration, 21st Century teaching and innovative use of technology to foster student outcomes.

The impact of investing in professional growth is seen in the significant gains in student success, measurable improvement in teacher capability and marked student/parent satisfaction as measured by annual surveys.

4. School Leadership

Valor employs an entrepreneurial and performance based model of leadership and governance. In Valor’s model, the Board of Education is responsible for establishing the vision and mission of the organization and governance policies and procedures and does so through managing the Head of School who is the President and Chief Executive Officer of the organization. Reporting directly to the Head are the seven Directors of the school: Director of Academics, Director of Athletics, Director of Arts+Media, Director of Spiritual Life, Director of Discovery and Outreach, Director of Finance and Operations and the Director of the Valor Career Center & Community. Through this primary leadership team, referred to as the Cabinet,

all other curricular, co-curricular, operations and business activities are directed and supervised and maintenance of an overall vision for excellence and quality across all facets is monitored. This model of leadership allows Valor to capture the best practices of business and education to truly make a focused and sound-operating educational institution.

The Director of Academics oversees another collaborative Academic Leadership Team (ALT) consisting of an Academic Dean, Director of Academic and College Counseling, Dean of Academic Development and the Lead Dean of Students. The Academic Dean's primary responsibility is teacher development and curriculum. The Dean of Academic Development serves a unique role in guiding services for different types of learners, overseeing the Valor Tutor Center and unique curriculum development. Five learning specialists and part-time tutors report to him. The Director of Academic and College Counseling leads a team of seven counselors that specialize in connecting to different types of colleges and universities. Also, the team has one person who specializes as a college recruiting coordinator for student athletes.

Individual faculty members are guided by Department Chairs who meet bimonthly with the ALT team members, the Head Librarian and the Director of Educational Technology. This facilitates communication, orchestration and representative efforts from all of the various stakeholders involved with student success.

This system wide organization and interweaving team approach allows coordination of policies, programs, relationships and resources that are focused on student achievement. A recent example of is found in the restructuring of the daily schedule to allow collaborative departmental time, business lunches for student gatherings, and a extra period for all juniors to take ACT preparation classes or other students to receive tutoring from faculty.

PART VII - 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): Christian

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 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$0
1	\$0
2	\$0
3	\$0
4	\$0
5	\$0
6	\$0
7	\$0
8	\$0
9	\$16100
10	\$16100
11	\$16100
12	\$16100

4. What is the educational cost per student? \$17923
(School budget divided by enrollment)
5. What is the average financial aid per student? \$6068
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 32%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>ACT, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES					
Average Score	24.9	24.3	23.8	23.7	23.5
Number of students tested	201	174	154	108	65
Percent of total students tested	97.1	97.2	98	94.7	97
Number of students alternatively assessed					
Percent of students alternatively assessed	4.4	1.1	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: Latino students make up our largest subpopulation, but only make up 7% of the students tested in 2014, and are less than 10% of the overall student population. In 2014 the Latino student subgroup had a composite average of 24.8.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>ACT</u>
Grade: <u>12</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>ACT, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES					
Average Score	25	25.1	24.1	24.3	23.9
Number of students tested	201	174	154	108	65
Percent of total students tested	97.1	97.2	98	94.7	97
Number of students alternatively assessed					
Percent of students alternatively assessed	4.4	1.1	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: Latino students make up our largest subpopulation, but only make up 7% of the students tested in 2014, and are less than 10% of the overall student population. In 2014 the Latino student subgroup had a composite average of 24.8.