

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

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

Name of Principal Mrs Kathi Douglas

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

Official School Name Tennessee Christian Preparatory School

(As it should appear in the official records)

School Mailing Address 4995 N Lee Hwy

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

City Cleveland State TN Zip Code+4 (9 digits total) 37312-4158

County Bradley State School Code Number\* \_\_\_\_\_

Telephone 423-559-8939 Fax 423-476-4974

Web site/URL http://www.tcpsk12.org E-mail kdouglas@tcpsk12.org

Twitter Handle @tcpsk12 Facebook Page http://www.facebook.com/tennesseechristianpreparatoryschool Google+ \_\_\_\_\_  
Other Social Media Link tc\_prep

YouTube/URL \_\_\_\_\_ Blog www.tcpsk12.org

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\*Dr. Bill Balzano E-mail: bbalzano@tcpsk12.org  
(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 Mr. Brad Benton  
(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**

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**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

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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. 11 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	7	10	17
1	5	8	13
2	4	14	18
3	11	12	23
4	8	8	16
5	16	8	24
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	51	60	111

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 4 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 92 % White
  - 0 % 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: 4%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1	114
(5) Total transferred students in row (3) divided by total students in row (4)	0.035
(6) Amount in row (5) multiplied by 100	4

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

9. Students receiving special education services: 0 %  
0 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>4</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>1</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:

	<b>Number of Staff</b>
Administrators	4
Classroom teachers	6
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 8:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	95%	96%	95%	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 2014

<b>Post-Secondary Status</b>	
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

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

15. Please summarize your school mission in 25 words or less: TCPS provides a quality college preparatory education from a Christian worldview and equips students for tomorrow's challenges by educating the mind and the soul.

## **PART III – SUMMARY**

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Tennessee Christian Preparatory School is a co-educational school located in Cleveland, Tennessee. This application is for the Lower School grades 3 – 5, though the school is a Pre-School through grade 12 program. The school has existed since 1997. However, 5 years ago the school leadership and parent community determined to change the mission and vision of the school and to develop an outstanding educational program. School leaders, parents, and community members came together to form committees to evaluate, renew and or replace curriculum, policies, and even the school ethos, to ensure the development of an excellent academic preparatory program for current and future students. At that time the name was changed from Tennessee Christian Academy to Tennessee Christian Preparatory School.

Through parent forums and surveys as well as numerous open discussions, new mission and vision statements were developed; in addition, five (5) Core Values were emphasized and placed in the handbooks and policy manuals. The Vision for the school is Tennessee Christian Preparatory School will serve students and families by providing a quality college preparatory education from a Christian worldview. The Mission statement follows: Tennessee Christian Preparatory School provides a quality college preparatory education, from a Christian worldview, and equips students for tomorrow's challenges by educating the mind and the soul.

The school's Core Values include: Academic Excellence- the belief in presenting a community of learning so that each student is provided support to maximize his or her learning potential. Christ-Centered- it is the goal of this school community to follow the example of Christ in the way He served, the way He taught, the way He loved, and the manner in which He lived. Fiscal Responsibility- the school will value the financial gifts that come to the school through tuition, donations, and fundraisers and will strive to wisely use those funds in such a way as to honor Christ and to serve this school community with care and concern for the well-being of each member of the school family. Outreach- the belief in providing the school family opportunities to serve others by modeling Christ's servanthood to those within the school and within the surrounding community. Student Leadership- the school values training students to prepare for leadership positions in the community, in business and industry, and in the church.

In the fall of 2011, the accreditation process through AdvancEd (SACS) was begun. Accreditation was awarded in May of 2012 with the following commendations:

1. The vision, mission, and purpose of Tennessee Christian Preparatory School are clearly stated, are predominantly displayed throughout the school and are understood by its stakeholders.
2. TCPS uses multiple and diverse methods of communication and collaboration with all stakeholder groups to not only disseminate information but also gain input and advice. "They listen."
3. The climate or atmosphere of the school is one of safety, warmth and genuine care for each individual within its community.
4. The strength, professionalism and educational leadership of the school's administrative team set the tone and direction of the school.
5. The stewardship and optimal use of the facilities and resources provided to the school is outstanding.

Accreditation became a springboard for Continuous Improvement; in fact, a Director of Continuous Improvement was secured who consistently monitors opportunity for improvement, in servicing, better parent/school communication, program growth and improvement.

The school is located at the foothills of the Blue Ridge Mountains and serves a diverse population of families from professionals and blue collar families. Approximately, 70% of the students receive tuition assistance or discounts. In addition, the school awards several minority scholarships each year to community minority students. This results from the school's commitment to diversity and outreach.

School administrators and staff have and are serving in various community organizations. Currently, Administrators serve on the local Chamber of Commerce Education Committee, in leadership in the Allied Arts of Bradley/Cleveland, TN, with Mainstreet Cleveland, an organization dedicated to the beautification

and economic development of our community and various social service organizations such as Rotary, International, Junior Achievement, etc. This service to the community is intentional and serves to ensure that our school is an asset to the community.

The school's high academic achievement while serving a diverse socioeconomic population, as well as our 100% graduation rates, indicate that the school is eligible for consideration of National Blue Ribbon status.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Tennessee Christian Preparatory School is dedicated to providing the opportunity for student success and mastery in all essential knowledge and skill areas. The Tennessee Core Curricular Standards are the basic foundation for learning at TCPS, however, it is recognized that the standards are simply a starting point. Teachers approach the standards with high expectations for all students. These standards are a guideline. Faculty, administrators and staff at TCPS promote and maintain academic rigor as it pertains to the daily academic life of each student.

The English/Language Arts program at TCPS is a cornerstone in ensuring success in all content areas. The foundation of the reading program is the principles of balanced literacy. The educational career of a student is based upon establishing the essential components of a balanced literacy program which include the read aloud, guided reading, shared reading, independent reading, and word study. Once the foundation has been laid, teachers add in the study of etymology. TCPS uses an enhanced Spelling Curriculum called Wordly Wise. Students have the opportunity to study the complexity of a word as opposed to just its phonetic spelling. The language of origin is emphasized in deciphering how to spell a word. Instruction in the multiple definitions of a word as well as part of speech help increase vocabulary which enriches the writing components of the curriculum. This systematic approach to Reading allows students the necessary tools to master the mechanics and linguistics of Reading no matter the learning style or ability.

The other foundational component is the mathematical curriculum and instruction. Students in Kindergarten through Fifth grade use the Saxon curriculum. All students are taught to use mental math when solving ciphering type problems and reasoning abilities to solve reading related problems. An early experience that attaches math patterns to songs and chants is common practice; this crosses over grade levels. The math program at TCPS takes a cyclical approach. As one new concept is being taught, other foundational concepts are in a constant review.

Students working above grade level attend math class beyond the traditional grade. Students having difficulty in math are able to work below grade level while maintaining their grade level for other subjects. This program is called “Math on the Move”. This program is made possible through the collective efforts of the Lower School teachers by having math for the same amount of time and at the same time each day. TCPS is able to individualize student learning through this program to ensure that all students are achieving maximum potential.

At TCPS, the students have the opportunity to learn science through the kinesthetic approach in a science lab. Students learn the components of scientific investigation and have the opportunity to explore through dissections and science projects. This ability to practice the concepts learned in science, allows students to place themselves in the middle of the learning and encourages self-discovery.

The social science curriculum focuses upon four aspects: history, geography, economics and civics. The instructional approach to history is project based learning. Student projects include Native American dwelling, visitors to talk about “Days of Yore”, the “Market Place”-where students develop a product, a business plan, and have the opportunity to sell this product to the other students in the school. Students work in groups to build replicas of the Hebrew Tabernacle. Tennessee History is incorporated in a project that crosses curricular barriers through the joint efforts of the Media Specialist, the classroom teacher, the Music teacher and the Technology teacher working with the students to create a notebook which represents various aspects of Tennessee.

### **2. Other Curriculum Areas:**

Achieving high academic goals is undergirded with an emphasis on specialty classes. These classes include Physical Education, Spanish, Media/Library, Art, Technology, and Music. TCPS celebrates the Visual and Performing Arts by providing the students with opportunity to take guitar, voice and ballet instruction on

campus during and after school. An annual Fine Arts Festival showcases the talents of the students through projects completed during Art classes, a ballet performance as well as a musical performance. Symphony and Ballet performances are annual field trips used to enhance the students' fine arts experience.

Students participate in Physical Education for thirty minutes twice a week; health is incorporated into the Physical Education program on a bimonthly basis.

In a global economy, it is essential for students to be at least bi-lingual in their conversation. It is for this fact that every student participates in Spanish instruction twice a week for thirty minutes. The cross curricular of this class is emphasized during the language arts portion of the regular education classes specifically during the word origins section.

TCPS emphasizes the importance of books and the quality of research achieved through this type of media. Students participate in library class twice a week for thirty minutes. Students are encouraged to read for pleasure, information, research, or simply for the fun of reading.

Studying the masters is the emphasis of the art program. Students participate in art instruction once a week for 45 minutes the entire year. The art instructor begins with the simplistic design of the color wheel and extends the instruction to the complexity of overlapping colors and mediums.

This approach mirrors the instructional method in the classrooms during the Reading portion of the day. Instruction goes from the simple, this is a letter, to the complex, and the letter makes a sound, a word, a sentence, story, and finally a book. The "book" in Art class represents the finished product produced by the student. This sequence is emphasized throughout each of the methodologies taught from the point of view of the Masters. The students are given the opportunity to showcase their artistic abilities during the Fine Arts Festival in spring.

The use of technology is of the utmost importance to the staff, faculty, administration, and parents. Each classroom is equipped with Google Chromecast in order to enhance the educational experience for all of the students. The faculty is able to use the applications from Google for Education products to reinforce any concept presented to the students from telling time, to the mechanics of an eagle's flight. Each student receives a Google TCPS email account and is taught the aspects of the Google Ecosystem during Technology class twice a week for thirty minutes each. Each student has access to a 1-to-1 Chromebook lab and the faculty has the ability to check out the Chromebooks for additional classroom use. Students practice hand placement skills, type book reports, conduct research for history and science projects, and learn the mechanics of a computer during their Technology class. The upper level students present a Power Point selection from their own design to their classmates.

Music is the heart of the soul which is the foundation in the TCPS mission statement, "by educating the mind and the soul". Students are given the avenue to express themselves through music twice a week for thirty minutes each. Additional opportunity for music is available to those students who wish to sing in the Lower School Chorus. The Chorus performs on a regular basis at community events.

At the center of the curriculum is Biblical instruction. TCPS is an inter-denominational school which emphasizes the truths found within the Bible and relates them to the students' lives. A character education program correlates with the bible verses the students learn in class each month. Students are taught from a Christian worldview perspective. Bible is not restrained to a particular time of day but is woven into the fabric of every subject presented to the students. Through this type of teaching, students are taught to look beyond themselves and into the world around them.

### **3. Instructional Methods and Interventions:**

A rigorous curriculum with high expectations for students to learn is the heart of Tennessee Christian Preparatory School's success. Faculty, students, administration, and parents are vested partners in the curriculum and understand that instruction is driven by the needs of the students.

TCPS faculty believes that all students can learn. It is this mantra that drives educational decisions. Students are exposed to a variety of teaching methodologies i.e., differentiated instruction, problem based learning, explicit instruction, technology based support, etc. Faculty delivers the information in the form the student learns best. It is through this variety that students at TCPS have achieved tremendous success.

Math on the Move is a program that enhances math instruction for those students who excel in math as well as those students who struggle. All grades schedule math at the same time allowing students to move cohesively up or down a grade, whichever the case may be, to receive math instruction. This program aids the faculty to meet the students' academic needs while addressing a students' emotional/social need to stay within grade level for all other instruction.

Research indicates that peer teaching is good educational practice. The Reading Connect Program allows students in Middle School to come to Lower School classrooms and help those students with reading projects (book reports, dioramas, and literacy posters), reading difficulties, or simply experiencing the joy of reading aloud to one another.

Three years ago, upon examination of SAT scores, teachers noticed that reading comprehension needed to be strengthened across grade levels, therefore a supplemental instructional strategy was set into place. This strategy focuses upon students dissecting a reading passage, much like the dissection in science. Students read a passage, decide its tone, theme, purpose and then using inference skills discover the various nuances of the passage. Success has been seen in Reading comprehension and in problem solving in Math, reasoning abilities in Science, and the ability to see beyond the obvious in Social Studies.

Technology is woven into all teaching methods. It is a natural extension. All classrooms have Google Chromecast in the rooms and all students have a TCPS Gmail account.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Test data demonstrates a strong academic program. There is a consistency in excellent performance because of high validity in researched-based teaching strategies.

As the number of students being tested increases, the faculty adjusts instruction in the classroom to support varying learning styles. The result of this proactive approach is confirmed with the consistency of high scores from year to year. Subtle personality differences among classes are a contributing factor to the variance in scores.

Curricular choices are based on test data. According to the data, one can see a slight rise in scores when different reading methodology are adopted. The slight difference in math scores occurred during the time Math on the Move was introduced. TCPS is always in an evolutionary state. The faculty and administration believe that without change an organism will stop growing. The data tables show that TCPS is in fact growing in test scores and class size.

Varying class size from year to year impacts test scores. TCPS continually strives to reduce any achievement gap between class size by individualizing student learning through programs such as Reading Connect, the 1-1 Chromecast, and Math on the Move. Through these endeavors student achievement continues to rise regardless of the class size.

The test data shows that the program at Tennessee Christian Preparatory School is consistent, stable, and strong.

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

Students take the Stanford Achievement Test (SAT) annually. Teachers analyze data from the SAT and determine school goals for the upcoming year. Teachers use this same data to set classroom goals. Parents and students are informed of each set of goals. Trends derived from this data partially determine student success as well as school performance. While the SAT provides a global measure for student success, a variety of assessments is also used to measure academic success.

Annual baseline exams are given in Math and Language Arts. Project based assessments occur two to three times a year. Portfolios are used along with rubrics. Event based projects are used to determine mastery as well as the ability to apply knowledge. During an annual multicultural week each classroom studies an aspect of a country and presents in front of the faculty, administrators, students, parents, and community.

Science Week occurs in late winter. Students have the opportunity to explore science on a higher level. The Upper School science teacher conducts science classes for that week allowing students to explore the various realms of science. Dissections are a fun part of the week.

Academic success is determined through grades, beginning of the year assessments, projects, events, end of the year assessments and standardized testing. This combination of assessments allows faculty to determine the success of each student.

Parents along with the principal are informed when a student achieves below a 70 on any assignment. The principal speaks with the student, teacher, and parent about the deficiency before it becomes a pattern. Thus, parents are informed of a student's struggle with certain concepts so that it can be corrected prior to going on to other concepts.

## **Part VI School Support**

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### **1. School Climate/Culture**

At the heart of the school climate at TCPS is the weekly chapel service that is conducted. Students come together along with faculty and parents to refresh themselves for the week. Chapel services engage the students through song, interactive lessons, and prayer. Students are honored for achievements during the service. Students are challenged to be stretched outside their comfort zone when asked to speak to the school during chapel. The climate of TCPS motivates students to do their best in all areas of life.

The atmosphere created during this weekly service assists in the everyday life of school. Students are challenged in a caring and nurturing environment to be their very best. Students feel safe to explore beyond their knowledge base and to stretch knowing that any faculty member or administrator is there to help them along their way. Each faculty member knows and calls every student by name. The principal greets the students each morning as they arrive to school and wishes them a good afternoon as they leave. Students who have come to TCPS introverted or shy have been transformed into confident young men and young women. The principal and faculty spend time in prayer over each of the students. It is not unusual to see the principal praying with a student who has been hurt or who is sick in order to calm the student so that proper care may be given.

Parents are a tremendous asset to TCPS. Daily, parents are working around the school to create a better environment for the students. Teachers serve alongside parents on several committees. Faculty representatives are asked each year to be a part of the school's Academic Council. This committee looks strategically at the academic portion of the school and analyzes the components. Recommendations are made and presented to the faculty for ideas.

Families and Faculty members are surveyed each year to determine areas of improvement for the school as well as commendations for TCPS. The principal seeks out the new families approximately a month into school to gain insight on how to better equip new students' transition into TCPS.

Faculty meetings are interactive with faculty members presenting ideas learned from recent professional development training.

### **2. Engaging Families and Community**

At TCPS education is a partnership between school personnel and families. Being a school of choice, parents are treated as customers and clients. Too, parents are a welcome resource for the school and serve in a variety of ways. Parents serve on various types of committees, academic, fundraising, event planning, community event, and Family Teacher Organization (FTO) to name a few.

A Director of Community Relations connects the school and the community. The Fall Festival provides a family-centered community event. A partnership with Lee University students fulfills volunteer needs for this event. The Spirit of Service Award is presented annually to a member of the community who has promoted service to others. In addition, the annual Volunteer of the Year award goes to the person who has served the school as a volunteer and has contributed to the success of the school.

Service is a core value of TCPS. A student's success in the classroom is not solely academic. Annually, teachers designate a service project for their students. Various projects include packing shoeboxes for children for Christmas, supporting a needy family, honoring public servants for keeping the city safe, visiting the Ronald McDonald House to share items with housed families and visiting the elderly bringing homemade cards and sharing songs with them. Families are not asked for money or items to be sent in, the students are asked to find ways in which to earn items to be donated. This past year's Christmas production served two purposes: showcasing student's abilities and talents; secondly, presenting all toys and clothes used for the background set to a local foundation as a gift from the school.

The school has chosen not to have a day off for Martin Luther King Jr. day but rather a day to serve the community. Community leaders speak with the students about the man, the mission, and the message of Dr. King. Dignitaries, community members, and school families are invited to this event. After the service, the students will perform acts of community service for the school. One group will pick up trash, another will clean and disinfect preschool toys, while others will be painting and cleaning. Feeling ownership in the school is vital to the success of the student in terms of academia and in life.

### **3. Professional Development**

Tennessee Christian Preparatory School employs a Director of Continuous Improvement that coordinates the professional development of faculty, staff, and administration of the school. The philosophy of professional development is based on a quote from Benjamin Franklin, “Without continual growth and progress, such words as improvement, achievement, and success have no meaning”. There are four aspects to professional development.

1. Each full-time faculty member participates in eight hours of professional development annually. Development activities may include professional workshops, graduate level coursework, seminars, professional association meetings, webinars, etc., and must be approved in advance by the building principal and Director of Continuous Improvement.
2. The eight hours of faculty development is in addition to what is offered to the faculty by TCPS administration. Prior to school beginning, the principal along with the Director of Continuous Improvement plan faculty development opportunities for the upcoming school year. This level of faculty development is based upon needs in curriculum as seen from the SAT scores, the most up to date information on student development (i.e. Brain Gyms) as well as any student cultural changes for the upcoming school year (i.e. diabetic training and epi-pen training).
3. Two days per year, volunteers are secured for the classrooms so teachers can participate in a half day long in-service. These days are designed to be current, real life in-servicing. One such in-service aided the faculty in assisting autistic students. TRIAD training from Vanderbilt University has been a part of this autistic awareness staff development.
4. Since learning from other educational professionals is essential, the faculty takes part in observing one another throughout the school year. This method of observing peers includes grade level classroom teachers as well as specialty teachers (i.e. Spanish, Music, Library, Technology, and Art, PE). These cross curricular observations allow the faculty to observe students in varied settings unlocking ways in which to serve the students more effectively.

Professional Development is designed to stay abreast of the latest theory and the reality of the classroom. Faculty and administration work together to search out the most innovative developments that will benefit the students. Once a faculty member attends a workshop, they share their experience with their peers.

### **4. School Leadership**

“Oh the places you’ll go” is the philosophy of the leadership at Tennessee Christian Preparatory School. These words penned by Dr. Seuss allude to the mantra that students can move mountains if given the correct tools. Students are given the opportunities to succeed and to fail during their time at TCPS.

Students learn as much through failure as they do through success. This philosophy allows students to learn regardless of the circumstances they face. It is through both avenues that a student’s education is fulfilling. Faculty are empowered by leadership to teach the whole child, including the academic, the spiritual, moral, and emotional well-being of every student. For example, this year, the principal worked with the faculty to merge character education program into the bible curriculum. Each character trait is tied specifically to a bible verse to reinforce that these are not isolated characteristics but are harmonious with one another.

The faculty has the autonomy to teach so that each student will maximize his/her learning potential. Every student will have the opportunity to be engaged regardless of learning style. During the weekly chapel service, the principal recognizes students for various achievements in different aspects of their lives.

The principal monitors the progress of each student. The principal and parent are notified automatically every time a student falls below a grade of 70. This alert affords the principal the opportunity to monitor struggling students and to aid the parent and teacher with an intervention for that student.

The faculty works with the Continuous Improvement Director to obtain additional professional development hours. Once hours are obtained, the faculty members present to the rest of the faculty information gained during individual development experiences. In addition, the principal assists each faculty member in developing an annual plan for continuous improvement and assist the faculty member in selecting workshops to attend.

Annually, at the beginning of the school year, the principal surveys new families and current families for information that will provide a comprehensive understanding of the unique learning style of each child. This information is shared with the administration and faculty so that adjustments can be made to the child's learning process, if necessary.

The success-driven and hardworking culture at TCPS is due to the school leadership, faculty, parents, and students working together for a common goal, that of educating the whole child.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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

### 2014-2015 Tuition

Grade	Amount
K	\$7175
1	\$7625
2	\$7625
3	\$7625
4	\$7625
5	\$7625
6	\$0
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)      \$8215
5. What is the average financial aid per student?      \$3750
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      20%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      44%

## PART VIII - ASSESSMENT RESULTS

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### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford 10th Edition, Form A</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson Education, Inc.</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Average Score	656.5	653	658	661	646
Number of students tested	12	23	22	14	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford 10th Edition, Form A</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson Education, Inc.</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Average Score	671.3	677	671	667	664
Number of students tested	23	19	16	14	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Stanford 10th Edition, Form A</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson Education, Inc.</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Average Score	699.7	713	691	701	712
Number of students tested	23	19	19	16	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0				
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford 10th Edition, Form A</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson Education, Inc.</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Average Score	664.8	658	654	662	644
Number of students tested	12	23	22	14	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford 10th Edition, Form A</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson Education, Inc.</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Average Score	669.6	672	660	696	673
Number of students tested	23	19	16	14	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Stanford 10th Edition, Form A</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2007</u>
<b>Publisher:</b> <u>Pearson Education, Inc.</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Average Score	683.3	683	685	682	690
Number of students tested	23	19	19	16	11
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**