

U.S. Department of Education
2016 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 Mrs. Katherine J. Rotunno

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

Official School Name Northside Christian Elementary School

(As it should appear in the official records)

School Mailing Address 7777 62nd Avenue North

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

City St. Petersburg State FL Zip Code+4 (9 digits total) 33709-1299

County Pinellas

Telephone (727) 541-7593 Fax (727) 546-5836

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Twitter Handle https://twitter.com/NCSMustangs Facebook Page http://www.facebook.com/ncsmustangs Google+ _____

YouTube/URL http://www.youtube.com/user/NCSMustangs 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, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* _____ E-mail _____
(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, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. David Henninger

(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, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

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 and National Blue Ribbon Schools requirements, are 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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

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. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	15	14	29
1	17	14	31
2	13	14	27
3	18	17	35
4	12	16	28
5	9	20	29
6	18	32	50
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	102	127	229

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 4 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 81 % White
 - 5 % 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 5%

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, 2014 until the end of the 2014-2015 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2014	241
(5) Total transferred students in row (3) divided by total students in row (4)	0.054
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 0%
0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 9%
 Total number students who qualify: 20

8. Students receiving special education services: 6 %
14 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>2</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>7</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>2</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>6</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>1</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
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.	1

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 15:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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

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

Yes No

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

15. In a couple of sentences, provide the school's mission or vision statement.

To partner with families to equip students to reach their God-given potential through outstanding academic and extra-curricular programs within a Christ-centered environment.

PART III – SUMMARY

Northside Christian Elementary School (NCES), set in sunny St. Petersburg, Florida, is located in an urban, residential community of close to 250,000 people. St. Petersburg, along with its neighboring cities of Clearwater and Tampa are known as the area of Tampa Bay. Close to the beaches, this area is home to the Tampa Bay Buccaneers, the Tampa Bay Rays, Busch Gardens, and several other venues that draw visitors to the community. Northside Christian, as well as a diverse array of private schools, and the Pinellas County School System serve the academic needs of the children in this community.

On September 7th, 1971, under the ministry of Northside Baptist Church, Northside Christian School opened its doors with 236 students, grades K-9. During the seventies, extra-curricular events became significant and the eighties saw the school mature in its program offerings. It was during this decade that the new elementary school was launched on the 62nd Avenue campus. As the school entered the new millennium, both campuses were fully wired for new technology infrastructure. This allowed the campus to add a dedicated internet connection, the school's first web site, and two additional computer labs. In 2004, Northside moved its Kindergarten program, and in 2010, its Preschool Program from the Northside Baptist Church facility to one new shared school campus.

Currently, NCES hosts Kindergarten through 6th grade with an enrollment of 229 students and is led by the Elementary Principal. Northside Christian Middle/High School, grades 7-12 shares a campus, but has its own buildings and Administrator. Northside Christian School is accredited by both the Association of Christian Schools International (ACSI) and AdvancED/SACS. The ethnic composition of NCES is approximately 81% white with 19% representing other racial backgrounds. NCES is an open-enrollment school and does not require a belief statement from parents. However, before the enrollment process is completed, time is spent with parents explaining and asking for their support of the spiritual mission of the school.

Among many traditions found at NCES is the practice of "lining the halls" to celebrate fellow student achievements. Third graders pull "state report wagons" through the hallways, preschool students march with Easter hats, athletes and musicians all walk the halls to the applause of other students. Another NCES tradition is for all elementary staff members to attend high school graduation for students. The most meaningful tradition, however, is the "Bell Tower Celebration" that takes place when a student makes a decision for Christ. Classmates gather around an outdoor memorial bell tower to pray and to celebrate a classmate's spiritual commitment. In short, it is NCES's tradition to support each other across grade levels. This makes Northside more than a school. It makes it a family.

NCES has a successful formula for setting high academic standards while cultivating students' gifts in the areas of fine arts, athletics, and community service. Administrators and teachers work together to develop Curriculum Guides, Pacing Calendars, and a Scope and Sequence that allow the school to set the goal of exceeding the standards of the State of Florida. Frequent growth assessments help target areas of need and intervention. Evaluations, surveys, and goal-setting planning sessions keep the vision of seeing growth on the forefront. Opportunities for growth beyond grade level can be found in all classrooms. All students in kindergarten through 6th grade participate in the core subjects of Reading, English, Math, Social Studies, Science, and Bible. Additionally, weekly classes in Art, Music, Physical Education, Library, Computer, Spanish, and a Science Lab bring fullness to the educational experience. Classroom computers, a computer lab, iPads, personal responders, document cameras, Apple TVs, and Smart Boards technologically enhance every subject area and prepare our students for the future. Weekly chapel services, biblically-integrated lessons, and real-life practice in serving others are the backbone of NCES's dedication to the spiritual development of students. A Core Values Program focusing on qualities such as respect and honesty generates a positive and caring environment.

The faculty and staff of NCES are dedicated to helping all students achieve success. To this end, many classroom teachers are both state certified as well as certified by the Association of Christian Schools International or are in the process of that recognition. Many have Master's Degrees and all take part in a wide variety of Professional Development opportunities. NCES Alumni graduates often return as teachers

and the classrooms host many second generation Northside students. The teachers of NCES are dedicated, often tutoring after hours or opening classrooms before school to have a “breakfast bunch” time for those needing extra help. Teachers are evaluated and also observe each other throughout the year. They are always excited about receiving feedback! Teaching methods are diverse and align with the latest research. Most importantly, teachers hired are strong in their faith and embrace the spiritual mission of NCES.

The school’s mission is “Northside Christian School, in partnership with families, exists to equip students to reach their God-given potential through outstanding academic and extra-curricular programs within a Christ-centered environment.” While success of the school mission is seen on campus every single day, the ultimate impact is seen as well-prepared NCES students move into higher education and society feeling empowered by their Creator and supported and loved by their NCES family!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum of Northside Christian Elementary School was created by evaluating the objectives and scope and sequence of both secular and faith-based textbooks. While not adopted, the Florida Standards provide additional criteria for the expected outcomes at each grade level. Curriculum Guides are updated each year and are the blueprint for providing a challenging education that also includes activities and programs that make learning exciting and meaningful!

Reading/Language Arts instruction is the foundation of all other subjects – particularly in the primary grades. A strong phonics program quickly helps kindergarten students learn to read! To aid in fluency, kindergarten students master 100 sight words, and once accomplished take a field trip to the principal's house for a pancake breakfast. Students count this event as one of the most memorable experiences while at NCES!

Reading strategies are diverse to help all students to become independent readers and to master necessary skills. A Beka Curriculum was chosen for its clear phonetic instruction while McGraw-Hill Open Court basal readers allow teachers to model comprehension strategies in whole-class instruction. The teachers meet with small "flexible" reading groups and students become "thinking" readers as text annotation begins in upper elementary classes. Reading teachers consistently ask their students what strategy a "good reader" would use.

As early as kindergarten, students take part in the Accelerated Reading (AR) Program and take online tests upon completion of a book. Teachers analyze weekly reports and help students set and monitor goals. "Readers Workshop" conferences for each student during AR time provides opportunities for the teacher to assess application of comprehension strategies. Most NCES students read high interest books that are above grade level. The STAR test, given three times a year, assesses reading growth and well-stocked classroom libraries and quarterly reading incentive celebrations help keep students motivated to read.

Daily lessons in grammar, spelling, and in handwriting practice aim to help students communicate effectively. In kindergarten, the writing process begins and each year students improve their narrative, persuasive, expository, and descriptive writing. The Lucy Calkins Units of Study Program was recently added to provide teachers with additional research-based writing methods. Research reports begin with 1st grade Famous Americans and continues through to the 6th Grade Country Project. Newly comprised grade level writing portfolios assure that objectives are met and help vertical planning to be more efficient. Writing is cross-curricular and students often write in Reading, Bible, and Science journals.

Mathematics instruction begins in Kindergarten with manipulatives and Calendar Math. Chosen for its spiral review concept, A Beka Curriculum focuses on accuracy of computation. To meet this goal, teachers incorporate speed drills and mental math activities into math lessons. Problem-solving activities are woven through math to provide real-life application. In 2013, literature with mathematical themes was integrated to help lower-level learners visualize high-level concepts. NCES credits a challenging curriculum, the Accelerated Math Program, and Hands-On Equations, for allowing those who have high math aptitude to work at advanced levels. Currently, two-thirds of NCES 6th grade students are in a 7th grade Course and are on target for the advanced courses offered in the upper divisions. Students in third grades and above represent and place high in the annual ACSI Math Olympics. Teachers work with students needing extra help and tutors are often available from upper grades.

Science instruction focuses on "big idea" concepts. Guided reading activities in the McGraw-Hill textbook, collaborative learning projects, and demonstrations all help students obtain grade level objectives. To strengthen the science program, a weekly visit to the science lab allows students to explore science through hands-on activities. Smart Board interaction, media clips, and field trips help bring textbook content to life. Special speakers are invited to share their expertise with students. These experiences collectively prepare NCES students for the weekly lab requirements found in higher education.

Social Studies instruction through the grade levels covers the standards in geography, history, government, and culture of our community, state, nation, and world. The A Beka curriculum was chosen because it clearly connects the relationship between God and His people in societies from the beginning of time. Uniquely, fourth grade students spend one year in an intensive study on their very own state of Florida. The Florida Weekly Reader Newspaper and informative web sites are the foundation for meeting the Florida standards. Special speakers and field trips to St. Augustine, the Mayor's office, the local supermarket, the firehouse among many others enhance the curriculum and are often the most remembered days for our elementary students!

Preschool on the NCES campus is where purposeful play equals learning! All students ages 3 through pre-kindergarten rotate daily through five learning environments. A Math Room provides a multitude of manipulatives, an Alphabet Room is saturated in exposure to letters and sounds, and students care for class hermit crabs, watch butterflies emerge from cocoons, and classify shells in the Science Room. The Word Room is a cozy place to learn from the Bible, and students tend to plants in the Outdoor Garden. Quality literature and the intentional focus on the building blocks of cognitive development create happy learners. Preschool teachers and Kindergarten teachers collaborate to ensure a smooth transition to elementary school. Success of the program is evident as Northside Preschool students are confident and well-prepared for kindergarten!

2. Other Curriculum Areas:

Northside Christian Elementary School strives for excellence in academics, but also promotes developing students' passion for learning outside the core subjects. All students in kindergarten through 5th grade participate in Music, Art, Computer Lab, Spanish, and Science Lab each week. In addition, all students have Physical Education twice a week with recess on alternate days. Sixth graders may choose "The Wheel" as an elective which allows an additional year of Computer, Science Lab, Spanish, and Art. These enrichment classes often help students to develop talents they will enjoy for a lifetime.

Art is a weekly highlight for NCES students. Students are introduced to artists, various art mediums, and art vocabulary. Student artwork is currently displayed in the school office, in hallway bulletin boards, as well as in the community at a local bank. Budding artists have also had work displayed at the local public library. NCES students enter art shows and contests and frequently bring home ribbons and a few have even won "Best of Show!" Collaboration with the classroom teachers help tie art projects to classroom learning. Studying weather prompts season scenery art, studying ancient civilizations is accented with Egyptian hieroglyphics, tessellations support math patterns, and at the very foundation, art supports the concepts of colors, shapes and sizes.

Music class is balanced between vocal and instrumental instruction. Piano keyboarding skills begin in kindergarten, third graders learn to play the recorder, and in 4th, 5th, and 6th grade, students begin band lessons with a variety of instruments. Students perform at two concerts a year and also share their talents in chapel and on special occasions. Fine Art instructors are quick to point to research that proves that music can stimulate neuroactivity, multi-tasking skills, and can increase language development. Classroom teachers use music to enhance classroom instruction. NCES students love to sing and participate in vocal instruction each week. In 5th grade students advance to a Chorus Class and sixth graders may choose Chorus as an elective.

Spanish class brings exposure to Spanish vocabulary and conversational skills. Practice with parts of speech, plurals, and speaking skills reinforces the language skills and prepare students for the Spanish Program at higher levels. Vertical planning takes place between the Elementary Spanish teacher and the Foreign Language Department Head in the High School Spanish Program.

Time spent at the Computer Lab provides instruction in Microsoft Office Programs such as PowerPoint and Word, several Mac programs such as Garage Band and iMovie, and in ongoing keyboarding skills. Students learn on both Personal Computers (PC's) and on Mac Laptops. Recently, the computer teacher trained with the Hour of Code Technology Community to teach students the skills involved in game programming. Other

projects include third and fourth grades writing and publishing stories in the StoryJumper Program and the animation of Bible parables by 6th graders. The computer teacher works with the classroom teacher to coordinate lessons whenever possible.

The Science Lab is a room of discovery! Students learn the Scientific Process as well as how to collaborate with others as they explore the world around them. This year, the science instructor was provided with STEM (Science, Technology, Engineering and Mathematics) projects to enhance the problem-solving skills our students will need for the future. After meeting with classroom teachers, the science lab instructor plans hands-on and investigative activities to enrich the concepts learned first in the classroom. The Science Lab instructor leads students through the Science Fair Program in 5th grade and exhibits projects two times a year at the "Specialist Showcase."

Physical Education (P.E.) is provided for students two times a week and includes calisthenics, skill-building activities and games. Good sportsmanship and being a team player are emphasized as part of Physical Education. Northside Christian Elementary School has a well-equipped gym, indoor and outdoor basketball courts, a shaded pavilion, and beautiful fields in which students enjoy the P.E. program. The elementary P.E. Coach is often heard saying to our highly competitive students, "God doesn't need you to be the best, He only wants you to do your best."

The library allows access to a variety of high interest books. Books are labeled by AR level for easy recognition. The librarian works with students to find "just right books" and also has open hours for students to visit. Students learn responsibility for the care of books checked out between weekly visits.

3. Instructional Methods and Interventions:

Instructional methods must be diverse to meet the needs of all students. Methods include the use of manipulatives and models, technology-enhanced instruction, project-based instruction, guided instruction with graphic organizers and collaborative learning. Teachers are encouraged to "think outside the box" and to introduce skills with hands-on learning. The newest research with "flipped" classrooms is being piloted in 6th grade Math at Northside Christian Elementary School. With all subjects there is an emphasis of intentionally reinforcing reading skills. Collaborative work with partners and in small groups is a common practice in all classrooms and helps students to develop social and leadership skills.

Differentiated instruction can be found in all grades at NCES. With the AR Reading Program, all students achieve success because students work at their identified independent reading level. Students with high aptitudes in math have the opportunity to take place in advanced math classes from 4th through 6th grade, top math students are enrolled in the Accelerated Math Program which promotes students learning to their full capacity – sometimes several grade levels above their peers. Students identified as high-leveled learners practice and compete in the ACSI Spelling Bee, Math Olympics, Speech Meet, and in various writing contests.

Students needing additional support in the core subjects are identified early. The Elementary Programs Director is an Intervention Specialist in the primary grades. She works one-on-one and in small groups with struggling readers to help build necessary skills for reading success. Students also can take part of before-school reading and math groups that are offered at different levels. NCES works with the Pinellas County School system as they provide therapists that come on campus to work weekly with students identified as needing support in speech and language. Several students have received one-on-one help on campus with local University of South Florida and St. Petersburg College Students. Even the elementary principal works with students in small groups to help close the gap between achievement and potential.

Technology plays an integral part of meeting the needs of students. A 2:1 iPad ratio allows students to create projects as an alternative assessment as well as to access information necessary for inquiry-based learning. Personal Response Systems are used in second through fourth grade and give immediate information to the teacher as each student enters answers on his/her own keypad. With personal responders, all students are actively involved in the lesson. Accountability for being engaged, particularly with students diagnosed with attention issues, is just one of the successes found with this form of technology. In

kindergarten, OSMOs and "Tiggly" manipulatives (i-Pad accessories) are used to keep technology and hands-on activities connected. The most recent technology addition has been Promethean tables in kindergarten to promote collaboration during learning. NCES has committed to staying current in educational technology practices so that students will be prepared for higher education and ultimately for their career choices.

Perhaps the most vital element to helping NCES become a high achieving school is the intentional practice of using Bloom's Taxonomy to guide classroom instruction. Critical thinking skills were targeted as the focus of the most recent School Improvement Plan and to that end, teachers are trained and expected to create lessons that include all levels of critical thinking. Charts showing actions associated at each level of learning along with key question verbs are visible in each classroom and help teachers to purposefully guide students' critical thinking. Teachers are evaluated on their implementation of using critical thinking skills and are required to document this process in the Grade Level Curriculum Guides. Teachers begin lessons with clear essential questions and bring closure to lessons with real-life applications.

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

The assessment of student learning is an on-going, strategic practice at Northside Christian Elementary School. Students in grades kindergarten through 6th take part in the Terra Nova Standardized Test program in the spring of each school year. Results are received and teachers and administrators analyze areas of strengths and weaknesses. The results are used to identify patterns that signal a need for a change in curriculum, teacher assignments, scheduling, and/or in teaching strategies. At the beginning of the school year, teachers assess the results of students coming in to their classroom in order to plan instruction specifically to target areas that need remedial work and to bypass skills that have already been mastered. Teachers identify students who may need more individualized instruction at the onset of the year so that students more quickly get the help they need. Terra Nova scores are mailed home each year and parents are encouraged to meet with classroom teachers or with an administrator to gain understanding of the results. Test results may be published in promotional packets for prospective parents at Open Houses for the community.

Formative and summative assessments in the form of classroom tests, quizzes, notebooks, projects, and portfolios all provide additional information that help determine the performance of students. One indicator of student success is that an overwhelming majority of NCES students in grades third through sixth were recognized for earning Honor Roll or Principal's list in the 2014/2015 school year.

The Accelerated Reading Program provides teachers with weekly reports on the reading performance of each student. These reports indicate which students need additional intervention and hold students accountable for meeting reading goals and for steadily increasing the level of books read. The STAR test is administered three times each year and shows reading growth over time. Teachers and administrators meet to discuss results after each test period.

Students and their parents are kept current on student grades through Blackbaud's Net Classroom, an online student information system. Progress reports are sent approximately half way through each grading period and report cards are sent home to parents four times a year. To keep parents informed, teachers conference with parents each year. Students are recognized for their academic achievements during the Elementary Awards Assembly and during classroom celebrations. Specific achievements may be displayed on the electronic sign in front of our school campus and in the weekly school newsletter.

In order for Northside Christian Elementary School to maintain its level of high achievement, administrators and teachers meet weekly to collaborate and to plan for improvement in all areas that affect student success. Frequent "walk-thrus" to spend a few minutes in a classroom each day and formal teacher evaluations are instrumental in assuring that the level of expectations are being met. Student, parent, and teacher surveys provide additional insight into areas that need to be strengthened. Northside Christian Elementary School strives to honor God by acknowledging Him in each and every success.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The relationship between the Northside Christian Elementary School and family begins at enrollment. The principal meets with each family prior to the first day and discusses the mission of the school. Families are assured that their child will be safe and encouraged and challenged academically. Expectations and school procedures are discussed and students and parents are given opportunities to ask questions. These meetings take approximately an hour, but lay the foundation for parents accepting the partnership that is so necessary to help their child be successful.

Celebrations and special events abound at NCES! Students know that hard work is noticed! Teachers and administrators recognize student success in academics and behavior through positive notes and phone calls to parents. Students are recognized regularly in chapel for participation in Jr. Mustang Athletics, for helping with responsibilities such as Safety Patrol and helping in the cafeteria, and for being selected as Student of the Month for displaying the Northside Core Values of characteristics such as honesty and gratefulness. Students visit other classrooms to see student projects such as the 1st Grade American Wax Museum, the Third Grade Habitat Projects, and the 5th Grade Egyptian Band. At NCES, students are one big family and enjoy encouraging each other. Parents are welcome and encouraged to attend classroom events and to become part of the volunteer program.

NCES is supportive of a student's emotional and social growth. New students are paired up with a friendly buddy to help with the transition into a new school. Bully surveys taken two times a year illuminate potential issues so that teachers and administration can intervene and help students learn how to seek help if feeling anxious or unsafe. Accountability groups are set up to help students learn to stand up for each other. Pastors from Northside Baptist Church are on campus during the school days and are available for students going through family struggles, spiritual issues, or who just need someone to pray with.

Teachers at NCES are valued for their hard work and for the sacrifices they make to help their students be the best they can be. Encouragement and thank you notes in teacher mailboxes and gift cards for spending extra hours on a school project or field trip are commonplace. Teachers are treated as the professionals they are and are asked for input and feedback through "reflection forms." Administrators spend time during each weekly faculty meeting acknowledging specific teachers and their accomplishments for that week. Teachers know their expertise is used to help make decisions and actively participate in goal-setting, curriculum choices, school improvement plans, and in the re-accreditation process. Teachers look forward to the formal observations because they know that the follow-up conference will be one that brings praise and constructive suggestions to help them improve. Teachers love coming to work and serving at NCES!

2. Engaging Families and Community:

Northside Christian Elementary School embraces parents as a valuable resource! The Northside Mustang Volunteer Program (MVP) provides opportunities for parents to contribute their time and talents in ways that benefit the school program. Working with students in the classroom, helping in the library and cafeteria, and providing extra support on school field trips are all ways our parents connect with campus life at NCES. Parents are also often invited to school for events like Thanksgiving on the Lawn, Poetry Breakfasts, musical concerts, auctions, sporting events – and all parents are encouraged to participate in the weekly chapel service with their children. As families need help due to illness, death, or when a new baby is added to the family, NCES often provides meals, cards, and prayer to bring support to the family.

Keeping families engaged means keeping families informed. Communication with parents is a high priority. Weekly emails and class updates, websites, online grade availability, and connecting through social media all play a part in keeping parents actively involved in their child's education. Teachers recently had a mini-training lesson on "SeeSaw" an online digital portfolio that connects parents with what students are doing in the classroom.

Northside Christian Elementary School believes that serving the local community and beyond is putting faith into action. Not only are there school-wide efforts to serve others, but each grade level also sponsors a project. Among the many outreaches are Operation Christmas Child in which NCES students provided over 400 boxes to children in countries who would not have a Christmas gift otherwise. The 5th grade students sponsored "Hunger Heroes" and prepared and bagged over 10,000 meals to send to local families in need. First graders go Christmas caroling and bring cards to folks in a nearby nursing home at Christmastime, and second graders write letters to military men and women. Sixth graders serve at a homeless shelter, and weekly chapel offerings have helped pay for cisterns in Haiti. Third graders will sponsor "Pennies for Pasta" this year and fourth graders are participating in the "Build-a-bed" project.

Inviting special speakers on campus is a way for NCES to connect with community, and more importantly help students to see how education is used in today's careers. Over the last few years, health professionals from All Children's Hospital, local dentists, a popular weatherman, a forensic scientist, authors, and many missionaries have spent time speaking with students about their professions.

Northside Christian Elementary School is known in the community as a school of excellence. Because of this, NCES has accepted requests from the University of South Florida, St. Petersburg College, and Clearwater Christian College students to complete either observation hours or an internship program at our school. In addition, the elementary principal was asked to represent the private school sector in the initial planning stages of the University of South Florida's re-accreditation process.

3. Professional Development:

The greatest asset of a school is having effective teachers who are passionate about continued learning. To help teachers further their education, Northside Christian Elementary School strongly encourages teachers to pursue their Master's Degree in Education or in their prospective field of study. As a first priority, NCES uses Title II funds available to help teachers financially meet this goal.

Seminars held in the summer, during In Service hours, and on Professional Education Days focus on areas that will directly impact student achievement. Seminars conducted at NCES have included the topics of teaching students with dyslexia, brain-based learning, and differentiated instruction. Seminars held in the summer are hosted at Northside Christian School and are also made available to other nearby private schools. NCES teachers have led workshops on Readers Workshop, Hands-on Equations, Technology in the Classroom, and Creating a Writer's Portfolio.

Teachers are encouraged to attend national conferences that are specific to the subject area or grade level they teach. NCES teachers have attended the Math Institute, the Reading Conference, State Teacher Conventions, Jan Richardson's Guided Reading, Peace Keepers, Project Approach Conference, Kagan Discipline, AVID Training, Allstate FMEA Conference, Biblical Integration at Bob Jones University, and the Future Education of Technology Conference (FETC), as well as many others. Teachers return to school anxious to share new ideas and the latest "best practices" with their peers.

NCES teachers can obtain continued education units (CEUs) through ConNEXUS, the Association of Christian School's Professional Development Program. This on-line program allows teachers the freedom to continue their education during hours that are convenient for them and their families. Weekly faculty meetings also provide time to share mini-lessons on technology, effective communication and classroom management practices. Educational articles are often shared and discussed. Occasionally, professional education books have been provided to the faculty and highlights are shared at the weekly meeting.

Finally, NCES teachers are exemplary in their field and they love to observe each other! Teachers can sign up to have their own classroom covered so that they may watch a colleague's lesson and gather new ideas. The Elementary Principal, a previous ACSI Florida Teacher of the Year, as well as the Elementary Programs Director both enjoy returning to the classroom to teach and model strategies for new teachers. All professional development efforts ensure that Northside Christian Elementary Teachers remain life-long learners!

4. School Leadership:

The Elementary Principal is the educational leader of Northside Christian Elementary School and is responsible for the daily operations of the school as well as the oversight of personnel, curriculum, and the budget for the elementary division. The Elementary Principal has three main philosophies of leadership: Lead by example and through serving others, provide teachers with all they need to be successful, and stay humble in the acknowledgement that it is a privilege to be used by God in the lives of children. The Principal of NCE is supported by the Elementary Programs Director, who coordinates the Mustang Volunteer Program, Reading Incentive Programs, the Scholastic Book Fair, as well as dozens of yearly events that take place on the Northside campus. Leadership is cultivated on the elementary campus and to this end, classroom teachers direct the Service Committee, New Teacher Committee, Chapel Committee, as well as serve on a school-wide Academic Committee. Teachers also provide leadership as a "chairperson" of annual events including the Spelling Bee, Math Olympics, the Speech Meet, and the Specialist Showcase.

The Elementary Principal is part of the "Executive Committee" and meets with the Northside Christian Head of School, Middle/High School Principal, the Business Manager, the Dean of Students, the Director of Advancement, the Athletic Director, and the Fine Arts Director on a weekly basis. Calendar planning keeps student time engaged in learning a priority. Educators know that time in class and on task will improve student achievement. The Executive Committee members discuss budgetary concerns each month to assure that adequate funds are being directed to those areas that most clearly help school improvement. Safety and discipline policies are reviewed regularly so that students come on campus and feel confident that they will be cared for in a respectful and safe environment. Ongoing dialogue in each of these areas allow the multiple divisions of Northside Christian School to understand each others' role in student success. The Northside Christian School Board meets with leadership to stay current on the progress of each division.

The Executive Committee members are the spiritual leaders in their divisions. Leading in devotional meetings and Bible studies are a joy for those in Administration. Staying keenly aware of the needs of those they lead often brings opportunities to encourage and pray individually with faculty and staff members.

Finally, engaging parents as stakeholders takes shape through surveys, involvement on committees, and through opportunities to serve alongside school personnel. Parents meet with teachers and with administration regularly to share their concerns, perspectives, and most often, their satisfaction and excitement for the school program!

PART VI * INDICATORS OF ACADEMIC SUCESS

So many factors contribute to the success of Northside Christian Elementary School. The curriculum is challenging and helps students prepare for higher education. The campus is beautiful and safe. Programs are diverse and abound in all areas including in Fine Arts and in Athletics. Parents are involved and feel valued on campus. The School Improvement Plan is ongoing and keeps student achievement a priority. Each of these is a vital component to a successful program. However, the one "practice" that stands above all others is the hiring of teachers who are passionate about teaching, who love children, and who are committed to coming to work every single day to help Northside Christian School fulfill its mission of equipping students to reach their God-given potential.

A school and its teachers committed to this mission, teach differently. The NCES teachers know each of their student's strengths and areas needing improvement. They teach creatively and with a variety of materials. NCES teachers spend hours outside the "time clock" helping students to achieve that "Aha! I get it!" moment. NCES teachers welcome each new teaching strategy, advancement in technology, and adoption of new curriculum - even though it means many hours of extra work, because they truly want their students to be successful.

NCES teachers intentionally integrate biblical truths and scripture into the day's lessons. Lesson plans indicate this practice, but a visit into any classroom will provide first-hand evidence that teachers are reaching kids for the Kingdom of God. Teachers embrace the privilege it is to help boys and girls know that God loves them and that He has a plan for their lives. Teachers help students to understand that doing their best academically is honoring to God.

NCES teachers love their students and their students love them! It is abundantly evident when you see the smiles on the students' faces as they arrive each morning. Hugs, prayers, high-fives, and a long list of incentives and positive reinforcements flow easily on the NCES campus. Students that love their teachers and love coming to school will learn more, achieve higher results, and behave better. Northside Christian Elementary School is a successful high-achieving school with national test results that fall in the top 15% of the nation, but more importantly, NCES students are being equipped academically and spiritually to impact the world!

PART VII - NON-PUBLIC SCHOOL INFORMATION

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 is the educational cost per student? \$11200
(School budget divided by enrollment)

4. What is the average financial aid per student? \$612

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 18%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 46%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova, Third Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	652.8
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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: 22 students in total were tested. One of the 22 students received accommodations. No subgroups were reported because they did not comprise 10% of the whole group.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova, Third Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	672.7
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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: No subgroups were reported because they did not comprise 10% of the whole group.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova, Third Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	685.4
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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: No subgroups were reported because they did not comprise 10% of the whole group.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova, Third Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	707.2
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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: No subgroups were reported because they did not comprise 10% of the whole group.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova, Third Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	653.8
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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: 22 students in total were tested. One of the 22 students received accommodations. No subgroups were reported because they did not comprise 10% of the whole group.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova, Third Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	664.1
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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: No subgroups were reported because they did not comprise 10% of the whole group.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova, Third Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	681.4
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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: No subgroups were reported because they did not comprise 10% of the whole group.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova, Third Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	688.7
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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: No subgroups were reported because they did not comprise 10% of the whole group.