

**U.S. Department of Education**  
**2016 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 [ ] Choice

Name of Principal Mr. John A. Murray

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

Official School Name Central Christian School

(As it should appear in the official records)

School Mailing Address 700 South Hanley Road

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

City Saint Louis State MO Zip Code+4 (9 digits total) 63105-2646

County St. Louis

Telephone (314) 727-4535 Fax (314) 727-8006

Web site/URL http://www.centralschoolstl.org E-mail jmurray@centralschoolstl.org

Twitter Handle alChristianSchoolStLouis Facebook Page https://www.facebook.com/Centr  
https://twitter.com/CentralSTL Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link https://www.pinterest.com/ccsstlouis/

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 N/A 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. John Kramer

(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

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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

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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	22	31	22
K	20	17	37
1	19	23	42
2	18	15	33
3	15	18	33
4	16	20	36
5	10	18	28
6	19	16	35
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
<b>Total Students</b>	139	158	297

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 26 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 66 % White
  - 6 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 3%

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, 2014 until the end of the 2014-2015 school year	4
(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)]	9
(4) Total number of students in the school as of October 1, 2014	292
(5) Total transferred students in row (3) divided by total students in row (4)	0.031
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 1%  
3 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 0%  
 Total number students who qualify: 1

8. Students receiving special education services: 27 %  
80 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>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>31</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>17</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance | <u>33</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>0</u> Developmentally Delayed               |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	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 16:1

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

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	98%	99%	99%	98%	98%
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.

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

Vision: Central Christian School will be a diverse, academically and spiritually excellent community for each unique child. Mission: Central Christian School partners with families to prepare children from the 21st century instilling a passion for God, a love of truth, and a zeal to serve.

## PART III – SUMMARY

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Central Christian School is uniquely placed in an urban center of the St. Louis metropolitan area, allowing the School to serve a diverse population of students from all over the region. The student body of nearly 300 students represents 45 ZIP codes, a broad spectrum of socio-economic backgrounds, and widely varying church affiliations. Racial minorities constitute one-third of Central students. Central also serves students with diverse learning abilities. The Learning Center (TLC) provides faculty trained to educate children with learning differences. Currently, 45% of the School's student body participates in TLC Horizons Gifted Education Program or TLC Wings Learning Support Program. At Central, students and families participate in deep community with those who are different than themselves. Central values its diversity and is committed to stewarding this gift with thoughtful wisdom, honoring each voice and perspective as students, faculty, and parents learn from and with one another.

diversity. Trainings titled Courageous Conversations and Cultural Responsiveness equipped teachers to better understand topics such as privilege, stereotyping, backgrounds, and cultural lenses. The events in Ferguson directly impacted many Central families; 17% of students live in the Ferguson-Florissant and bordering school districts. Since recent upheaval in the greater St. Louis region, the School has expanded Courageous Conversations to include parents. The St. Louis metropolitan area is divided along racial lines; Central Christian School is unique in its rich racial diversity. This diversity and important cross-racial work creates better learners, stronger communities, and involved citizens.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Central weaves six curricular touchstones (defined below) as the backbone of all curricula. Beginning in 3K, the comprehensive curriculum builds in content, scope and sequence, and standards.

**BIBLICAL WORLDVIEW:** This framework uses the Bible as foundation, seeing all truth as God’s truth, creation and society as God’s world, and history as part of God’s story. Children are active participants in His engagement and restoration of the world. For example, first graders research the Arctic and its people, identifying all people as image bearers of God who steward God’s creation. Disasters, such as oil spills, provide opportunities to problem-solve restoration and preservation of God’s complex creation.

**BACKWARD DESIGN:** Central begins with the end in mind; what do students need to know, understand, and do? Enduring Truths are the foundation of each unit, and Essential Questions are the means to uncover these truths.

**INTEGRAL DESIGN:** Central’s curriculum simulates the complexity of real life. Content connects authentically through literature, writing, Socratic-style discussions, and collaborative, project-based learning. Through this interconnected and discovery-based model, students explore, analyze, and acquire skills, knowledge, and disposition necessary to think critically and engage in real-world problem-solving.

**DEVELOPMENTAL FRAMEWORK:** Students make connections with meaningful experiences at developmentally appropriate levels. For example, the youngest students relate to family before more complex social structures such as government.

**STANDARDS-BASED INSTRUCTION:** Standards encompass both grade-level skills and application standards that require critical thinking, communication, creativity, and collaboration. Central uses standards from Common Core State Standards for Mathematics, English/Language Arts, and Literacy in History/Social Science, Science, and Technical Subjects, NCTM Standards for Early Childhood, National Council for Social Studies, National Science Teachers Association, American Council on the Teaching of Foreign Language, National Council for Core Arts Standards, National Association for Music Education, National Association of Sport and Physical Education, and ERB Content Standards.

**GLOBAL STUDIES:** Throughout the curriculum, students examine cultures throughout history and the world by exploring beliefs, values, traditions, family, education, government, and economics. Students consider their place in our culture and the larger, globally connected world. In all subjects below, TLC specialists provide pull-out, push-in, and consultation services to ensure each child’s learning needs are met. Students above grade level receive extension activities, and for those who qualify, a pull-out gifted program. Learning specialists provide individual therapies, skill building, and learning accommodations. Specialists also push into the classroom, helping students to integrate into the group learning environment, and train grade-level faculty to meet students’ learning needs.

**READING/LANGUAGE ARTS** Central employs a balanced literacy approach incorporating shared, guided, modeled, and independent instruction. Older students focus on advanced literacy learning and application across content areas. Flexible grouping, novel studies, and literature circles engage students in deep understanding of literature. Word study, including Greek and Latin roots, and writing mechanics are given specific instructional attention and embedded in the study of literature, writing, and oral presentation. The Six+1 Traits are the basis of writing instruction in varied genres, including narrative, informative, and persuasive.

**MATHEMATICS** Mathematical study includes numeration, geometry, measurement, probability, operations, and algebraic-readiness beginning with the concrete and hands-on, moving to the abstract and problem-based learning. Mathematics resources such as ExploreLearning Reflex Math® helps students gain and maintain the fact fluency necessary for complex problem solving expected in the Math in Focus®

program.

**SCIENCE** Science at Central revolves around hands-on observation and inquiry. National and local resources lead students toward the learning standards. Foss/Delta, St. Louis Zoo, Missouri Botanical Garden, and Litzsinger Road Ecology Center provide resources for interactive lessons, labs, and on-site learning. Local experts—beekeepers, dairy farmers, gardeners—demonstrate real-life science application to students. A dedicated lab space and student-designed courtyard with native vegetation are on-site. Students participate in the St. Louis Science Fair with many receiving the highest honors.

**SOCIAL STUDIES/HISTORY** Central approaches history through story, focusing on primary sources. Students begin studying people groups, communities, and Biblical history, moving into basic government structures and westward expansion, onto explorers and early American history through World War II, finishing with ancient civilizations and monotheistic religions. Collaborative projects, presentations, and multiple field trips enrich social studies. Creations include Polar Museum, biographical videos, wiki pages on European explorers, and Egyptian-like artifacts. Visits involve local governments, immigrant neighborhoods, and local synagogue and mosque.

**EARLY CHILDHOOD** Central's interactive early childhood program provides rich, hands-on experiences to aid children in their growth and development. Children actively engage in centers, guided play, and inquiry-based instruction. We celebrate emerging literacy—listening, speaking, reading, and writing. Children work as investigators, authors, mathematicians, and scientists as they explore a unit theme. Data analysis shows that children who begin in Central's early childhood program and remain through sixth grade read and write earlier, consistently score higher on standardized tests than their transfer student counterparts, and are also more likely to qualify later for the gifted program later.

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

Central provides a comprehensive educational program that goes beyond core subject curricula. We recognize the value of these subjects independently, as well as integrated with school-wide areas of study.

**ART** Art at Central concerns itself with truth, goodness, and beauty in order to advance God's glory. Students learn to discern art the way God intended: creativity is an expression of who we are as image-bearers of the Creator. Learners are taught to appreciate the talents of diverse artists in many places, cultures, and time periods. From projects based on children's literature to ancient Egypt to the Renaissance, students incorporate the key elements of art as they explore a variety of mediums. Older students go beyond traditional materials as they explore fiber arts and pottery. At the end of each school year, students curate an Arts Extravaganza to display their work; local professional artists attend to provide demonstration lessons. All students enrolled in full-day Senior Kindergarten through sixth grade participate in art class for one hour/week. Optional art opportunities are offered through the after-school program for students who want to further develop their artistic abilities.

**MUSIC** Central students learn and perform various musical genres—both Western and Non-Western, sacred and secular—including art, music, ballet, opera, folk, and spirituals with instruments, bodies, and the voice. Students perform through leading chapel services, school-wide concerts, and even writing their own operettas and “Stomp” routines. They also attend St. Louis Symphony concerts and other musical events in the area, ranging from musicals to operas. All full-day Junior Kindergarten through sixth grade students participate in music for two 30-minute classes/week. Central offers auditioned and non-auditioned musical groups such as choir, band, hand bell choir, and guitar that perform throughout the community.

**PHYSICAL EDUCATION** Central Christian School teaches students life-long habits of physical fitness, sportsmanship, and teamwork. In physical education, we emphasize character-building, respect for authority, self-discipline, and improving individual and team skills. Children develop their skills in playground games, team sports, and individual sports. Annually, first through sixth graders participate in the Presidential Youth Fitness Program to measure their fitness levels. All full-day JK through sixth grade students participate in PE two or three times a week for 30 minutes. Central provides extra-curricular individual sport clubs and organizes soccer, basketball, baseball, softball, and T-ball teams that compete in

local recreational leagues. Approximately 75% of students participate in these teams.

**TECHNOLOGY and LIBRARY** Central Christian School equips students to utilize relevant technology and digital literacy practices in order to prepare them to engage society in the 21st century. Through technology classes one or two times each week for 30 minutes and integrated time in content areas, JK through sixth grade students interact with educational technology tools. The Technology Specialist and classroom teachers use hands-on time with iPads and other devices to provide instruction in various areas such as keyboarding, successful search procedures, presentation software, and collaboration projects like creating a wiki page. Traditional literature is vital; students are exposed to rich classics such as Shakespeare and recent award winners such as *The Wednesday Wars* through library sessions once or twice a week for 30 minutes. The Librarian also administrates several reading contests and the Scripps National Spelling Bee at Central.

**SPANISH** Spanish at Central involves understanding God’s intentional creation of diverse people and cultures and our responsibility to learn from and serve cultures other than our own. During class, the Spanish teacher creates a full immersion environment that promotes Spanish language acquisition and cultural understanding through hands-on exploration, songs, games, and movement. Students in full-day JK through sixth grade participate in Spanish class twice weekly for 30 minutes. Central is in compliance with BRSP foreign language requirements, though not mandatory because of grades it serves.

**AFTER SCHOOL** In addition to art, music, and athletic opportunities, Central sponsors other clubs including Chess, Boy Scouts, Girl Scouts, and Chinese language class. The Chess Club in particular is a highlight of After School. Approximately 30-40 first through sixth graders meet weekly to learn and practice chess skills. Central Chess Team consistently places in the top three in local and state tournaments, with some individual students ranking in the top ten in the state for their age group.

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

Central Christian School is committed to differentiated instruction with collaborative, engaging lessons that address the individual needs of all students, from those struggling academically to those performing beyond grade-level standards. Central uses a host of data to guide differentiated instruction and approaches learning from an integrated project or theme. Classroom flexible groups, workshop models, practice activities, and project options are customized on student need, interest, common assessment data (such as Developmental Reading Assessment®, math benchmarks, etc.) and individual standardized test data. This provides students with multiple opportunities to deeply understand content and demonstrate learning. A series of Insight assessments—Multiple Intelligence surveys, Myers-Briggs inventories, Spiritual Gift inventories, and StrengthsFinder—identifies students’ areas of intelligence, personality traits, spiritual gifts, and strengths. Based on this data and insight, teachers tailor and adjust instruction, practice, and assessments to support each student’s progress toward the learning standards.

If teachers or parents see patterned concerns in academic, social, or emotional behaviors that have not been solved by classroom interventions and differentiated learning, they are invited to initiate the Care Team process. The Care Team model is a response-to-intervention model that may include short-term support from a reading specialist or other learning specialists, diagnostic testing, and Individual Student Plans, or 22:6 Plans (these are comparable to IEPs and 504 plans in public schools). Central provides a variety of supports to match student needs including specialist-guided curricular modifications, six-week sessions with literacy specialists, accommodations for testing, a device with assistive capabilities, as well as intentional sensory breaks to support learning.

For high-achieving students, the Gifted Specialist collaborates with content area teachers to provide enrichment and extension activities beyond classroom learning. For example, a sixth grader who mastered the content of "Earth Processes and Landforms" completed a project on a career in environmental law, complete with a short presentation to the class. Children identified as gifted attend Horizons two hours per week with the Gifted Specialist. This grade-level based, small group pull-out program uses a year-long project connected to grade level essential questions and gifted standards. For example, fifth graders study "Perseverance Despite Adversity" as a themed unit, as well as discovering "God’s Absolute Truth" through the

human body in science. Gifted students expand these concepts through learning about traumatic brain injuries and creating solutions for common brain injuries in sports.

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

Central uses a comprehensive assessment process to guide instruction, improve learning, and raise student achievement. This process relies on formative and summative assessment including classroom, common, and standardized tools.

Formative assessment and feedback are critical in finding each learner's zone of proximal development. Data gathered enables teachers to provide effective, differentiated instruction. Formative assessments include pretests, talk/share, slate work, exit slips, and running records. When formative assessments confirm learning proficiency, summative assessments are given. Written tests and collaborative projects demonstrate student understanding.

Common Assessments are tools administered to all students during a similar time in the school year, which serve as benchmarks of progress. Mid-year and end-of-year math benchmarks are given to measure math understanding. The Developmental Reading Assessment® is used three times per year. For writing, a three-year cycle of prompts ensures students interact with narrative, informative, and persuasive genres of writing; these are administered three times per year. Data from these common assessments informs individual student instruction and school-wide achievement. Central monitors all students and provides differentiated learning based on the data from common assessments. The School tracks grade levels from year to year, providing information to guide school-wide improvement plans and confirm areas of high achievement.

Central uses two ERB standardized tests—WrAP and CTP4. Administering the WrAP in November and the CTP4 in January equips teachers to individualize instruction based on ERB and classroom data. Once scores are received, faculty collaborate during a professional development day to analyze data and plan enrichment and/or support strategies for each student. The Individual Data Analysis Sheet (completed from data in the Comprehensive Individual Student Report and the WrAP Rubric) enables Central to compare students to the Independent Norm's mean performance and School Norm's mean performance for each student. If a student falls >10 points below the Independent Norm on any subtest standard, teachers create classroom strategies to target that area. Classroom strategies to enrich and extend learning are also created for students who outperform the Independent Norm by >15 points. Once areas of improvement or extension are identified and strategies are created, Central uses instructional tools to implement the plans. The ERB Writing Practice Program, TenMarks, RAZKids, and teacher-created strategies provide students with the targeted practice.

Parents receive feedback through work samples, TouchPoints, report cards, score reports, and parent-teacher conferences. School-wide data presentations occur each spring. This comprehensive process creates confidence and reinforces the school-home partnership, fostering student achievement.

## PART V – SCHOOL SUPPORTS

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

Central Christian School is a vibrant educational community equipping children to be thought-leaders, prepared to engage their world.

Teachers and administrators prioritize critical-thinking, problem-solving, and the application of logic. Students are taught and encouraged to question, reason, investigate, and create with their learning partners—peers and teachers. Children develop a love for learning, service, and collaboration; consequently, students become valued members and participants in the School and the larger community. Students at Central are encouraged to view themselves as unique and valued image-bearers of God. Through case study, classroom role-play, intentional relationships with teachers and peers, and insight assessments, children become students of themselves, discovering who they are as learners and what role they individually play in God’s world. The fifth grade orientation retreat, sixth grade leadership camp, and Summit individual service projects are culminating practices for applying these skills. These real-world applications and spiritual connections motivate students to deeper learning.

Central Christian School educates students in an intimate yet interactive class size of about 16 students. This size facilitates relationships and hands-on instruction that engages students and demonstrates how concepts are applied in the real-world, motivating meaningful achievement. Central gives various Insight Assessments used to identify the unique talents, strengths, and personalities of each child, supporting all students’ social and emotional growth. The School Counselor offers social groups for all age groups where students can grow in their leadership and relationship skills. Students maintain ongoing communication with their teachers not only during the day, but also at home through their teachers’ websites and other learning tools like RAZkids, TenMarks, and Google Classroom.

Central’s footprint in an urban center of the St. Louis metropolitan area is a critical component in the School’s identity. The St. Louis Art Museum, Missouri History Museum, St. Louis Zoo, St. Louis Science Center, Missouri Botanical Gardens, Fontbonne University, and Washington University are all accessible within a few square miles of the School. Teachers strategically and intentionally integrate field trips into the curriculum experience, encouraging learners to interact with the community at large. Teachers and administrators engage in open discourse through the school year through ongoing, scheduled professional development, curriculum collaboration, pre- and post-observation meetings, and push-in support from learning specialists. Administrators intentionally support teachers in their pedagogy and classroom culture, modeling and co-teaching when needed. Teacher surveys show they feel valued and supported by peers, parents, and administration.

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

Central deeply values the diversity of parents and resources in the region, drawing on the varied wisdom, experiences, expertise, and perspectives to provide students more opportunities for success and school improvement.

Parents of Central students are a visible and vital part of the School’s culture. While we have no required giving or volunteer hours, the School and its classrooms are an open place for parents and families to participate and volunteer. Each day, parents are active participants in their children’s education as well as active contributors to the success of the School. Parents provide real-world input in their areas of expertise—from catering to cardiology—providing students with deeper understanding of how content applies in life. Parents consistently provide valued input and feedback through surveys and a variety of other outlets. The School’s parent group, Parents in Education (PIE), creatively serves and supports teachers inside and outside the classroom. PIE initiates and oversees many community events. Each year PIE donates to special projects, actively supports families in need or crisis, and builds community by organizing regular opportunities for parents to interact and build intentional relationships. At Central

Christian School, parents model leadership and service, sending the message to students and the community at large that the School is united in the business of learning.

Central provides numerous opportunities for students to learn from and serve outside individuals and organizations. From inviting a Jewish couple to perform a Passover Seder to partnering with the Pujols Foundation in their work with children with Down Syndrome, Central students have a growing awareness of diversity. By creating experiences in different landscapes, ethnicities, socio-economic groups, and cultures, we instill in the children the need to reach and engage with those who are different from them.

Central utilizes the rich cultural and academic resources of the St. Louis region. Field trips and speakers of numerous programs, events, locations, and organizations broaden students' perspective and deepen learning. Real world experiences include visiting Boeing to study STEM, the Medical Center at Saint Louis University to dissect sheep brains, the Saint Louis Art Museum to analyze artifacts, and many more local corporations and non-profit organizations. The School's engagement in the community outside of Central allows it to educate students who will use their learning and success at Central to positively impact the larger world.

### **3. Professional Development:**

Central believes the best teachers are great learners. Professional development is an opportunity to feed individual teachers' thirst for knowledge and meet school-wide improvement goals, which are directly tied to student achievement. For example, the School Improvement Plan identified assessment as a growth area. All teachers go through assessment training based on work from Judy Arter, Jan Chappuis, Steve Chappuis, Carol Commodore, Ken O'Connor, Tom Schimmer, Rick Stiggins, and Rick Wormelli. This training directly impacts student feedback and achievement. Connecting to the School Improvement Plan differentiation goal, the recent focus has been meeting individual student needs, training teachers school-wide in Kagan Cooperative Learning, Sensory Integration, and Cultural Responsiveness.

Each teacher creates a professional growth plan and participates in a professional learning community based on self-identified areas of interest, school-wide goals, and areas for growth identified in teacher evaluations. These plans and Professional Learning Communities align with school-wide professional development goals. Teachers achieve goals through book study, webinars, conferences, and other professional dialogues. Goals directly impact student success as teachers build pedagogical and content knowledge to improve teaching and learning. These faculty and individual goals directly affect student achievement: well-trained, expert teachers who differentiate, meeting students individually in the zone of proximal development, increase student achievement.

Outside conferences and workshops requested by teachers or suggested by administration align with individual or school goals. Central faculty has attended national conferences such as Differentiated Assessment, Math Recovery, and Reading Recovery; furthermore, Central presented at ERB National User Conference. As a member of Independent Schools of Saint Louis (ISSL) and Christian Schools Association of St. Louis (CSASL), Central faculty receives regular professional development opportunities. In 2014, Jane Elliott spoke for ISSL on "Power, Perception, and Prejudice" where Central faculty learned about power and bias in all content areas, but specifically geography; this aligned with the Global Studies and Cultural Responsiveness training. Teachers receive content-area support through their memberships in local professional organizations and school collaborations. For example, the Summit science grade teacher regularly attends professional development at the Litzinger Road Ecology Center for environmental science instruction, and math teachers collaborate with other private and public schools for Singapore Math in Focus professional development.

Central provides administrators and teachers with paid time to learn and grow. Central sets aside 14 days in addition to 6 afternoons during the school year for professional development and provides substitutes for teachers to attend conferences during the school year.

#### **4. School Leadership:**

Central's leadership philosophy and structure is one of close collaboration. The Board of Directors has one employee—the Headmaster—whom they work with to accomplish the mission and vision of the School. The Administrative team—Advancement Team, Business Manager, Directors of Assessment and Curriculum and Instruction, and Registrar—report directly to the Headmaster and provide input into the day-to-day decisions and policies to improve student achievement.

The Director of Assessment and the Director of Curriculum and Instruction supervise faculty culture, student achievement, and student learning. The Director of Assessment guides and supports teachers in assessment and feedback, including classroom assessments, standardized testing, conferences, and report cards.

The Director of Curriculum and Instruction leads teachers in instructional practices and implementing the curriculum, including evaluations, curriculum choices, and classroom management. Both Directors enjoy time in the classroom with teachers and students and support teachers with parent communication and professional development. Consistently collaborating with teachers and students led to moving ERB testing to January, deciding that using the test scores to impact student achievement would be more effective with more time to use the data. The School believes that with frequent analysis and reflection of teaching practices, teachers will continually refine their instruction to better meet students' needs. By design, the evaluation system includes providing teachers with performance criteria, consistent feedback, resources and opportunities to analyze their teaching methods with the administration. This process helps identify other faculty leaders to help coach and lead fellow teachers.

The Advancement team consists of the Director of Admissions and the Director of Development with two support staff. This team focuses on recruitment, enrollment, marketing, grant writing, and fundraising. In the past five years, enrollment increased 20%, enabling Central to add reading, learning, and gifted specialists. Grant awards have provided devices, tools, and training impacting the instruction and learning in all content areas. Development annually raises more than \$300,000 to supplement tuition, providing scholarships and resourcing to the School.

The Business Manager and other staff serve families in numerous ways by maintaining school records, lunch programs, and facilities. The Business Manager helps families walk through challenging financial situations, with the goal of supporting sustained enrollment.

Central's leadership philosophy and structure ensures that the policies, programs, relationships, and resources are both achievement-oriented and mission-driven as the School focuses on what it means to have a passion for God, a love of truth, and a zeal to serve.

## PART VI \* INDICATORS OF ACADEMIC SUCESS

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Collaboration is the one practice that supports every facet of Central's school community, supporting success for each child, teacher, administrator, and parent in the Central community.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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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       No

3. What is the educational cost per student?      \$9577  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$2747

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      9%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      50%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

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REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CTP4</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>ERB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Jan
<b>SCHOOL SCORES</b>	
Average Score	313.8
Number of students tested	37
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. African American</b>	
Average Score	300.3
Number of students tested	10
<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>CTP4</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>ERB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Jan
<b>SCHOOL SCORES</b>	
Average Score	324.4
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. TLC, Learning Support</b>	
Average Score	312
Number of students tested	13
<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>CTP4</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>ERB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Jan
<b>SCHOOL SCORES</b>	
Average Score	342.5
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. African American</b>	
Average Score	326.2
Number of students tested	16
<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>CTP4</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>ERB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Jan
<b>SCHOOL SCORES</b>	
Average Score	345.5
Number of students tested	37
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. African American</b>	
Average Score	340.9
Number of students tested	10
<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>CTP4</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>ERB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Jan
<b>SCHOOL SCORES</b>	
Average Score	349
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. TLC, Learning Support</b>	
Average Score	342.9
Number of students tested	13
<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>CTP4</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>ERB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2014-2015
Testing month	Jan
<b>SCHOOL SCORES</b>	
Average Score	348.6
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. African American</b>	
Average Score	335.4
Number of students tested	16
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** The African American subgroup average scaled score of 335.4 is equivalent to the 68th student national norm percentile rank.