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

Official School Name Worthington Christian Elementary School
(As it should appear in the official records)

School Mailing Address 50 Westview Avenue
(If address is P.O. Box, also include street address.)

City Columbus   State OH   Zip Code+4 (9 digits total) 43214-1480

County   Franklin

Telephone (614) 431-8240   Fax (614) 438-5581

Web site/URL http://www.worthingtonchristian.com   E-mail jparrish@worthingtonchristian.com

Twitter Handle _____ Facebook Page https://www.facebook.com/WorthingtonChristianSchools   Google+ _____

YouTube/URL https://www.youtube.com/user/WorthingtonChristian   Blog _____   Other Social Media Link http://www.instagram.com/worthington_christian_schools

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* Mr. Troy McIntosh   E-mail troy.mcintosh@worthingtonchristian.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Worthington Christian Schools   Tel. (614) 431-8215

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. Fred Sanders
(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   0 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
                                  0 High schools
                                  0 K-12 schools

                                  0 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
   [X] 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	0	0	0
1	28	23	51
2	29	30	59
3	26	32	58
4	26	30	56
5	30	22	52
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	139	137	276

4. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
4 % Asian
9 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
78 % White
8 % 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 *to* the school after October 1, 2014 until the end of the 2014-2015 school year	5
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	8
(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	276
(5) Total transferred students in row (3) divided by total students in row (4)	0.047
(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: 0 %

   Total number students who qualify: 0

8. Students receiving special education services: <u>25</u> %

 <u>68</u> 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>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>50</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: <u>12</u>

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	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 <u>21:1</u>

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	97%	97%	96%	96%	97%
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 X

   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.

Worthington Christian Schools develops the mind of Christ in students through rigorous intellectual, creative and physical pursuits.

PART III – SUMMARY

The nature of Worthington Christian Elementary School is tightly tied to its identity and mission as a Christian school. This identity flows out of a worldview shared throughout the school community that teaches that knowledge and learning have real meaning and purpose in the lives of our students. This worldview also emphasizes the value of each student and the necessity to educate the whole child through "rigorous intellectual, creative and physical pursuits." Learning is taught as both a duty and an act of worship to God.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

Worthington Christian Elementary School (WCES) embraces a rigorous curriculum for all of its students, which includes students along a range of ability levels. The curriculum is rich in literacy, writing and mathematics. It includes high expectations along with diagnostic assessments and intervention when necessary. As an independent school, we are free to design our curriculum in a way that aligns with our mission and standards rather than aligning it to prescribed state learning standards. The effect is that our curriculum works from within a Christian framework for teaching and learning in a manner that we believe leads to superior results. Our methods tend to be traditional, combined with best practices that we identify as useful. The following is a brief summary of our approach in each core curriculum area:

Reading/English language arts: This tends to be our students' highest performing discipline. Our framework includes regular diagnostics and individualized approaches to guided reading and reading practice. Students are given significant access to books and a structure to significant reading practice. The primary grades emphasize instruction on phonemic awareness but place it within the context of real literature. An integrated approach to writing begins in third grade through a curriculum partnership with the Institute for Excellence in Writing (IEW). This includes an emphasis on both style and structure, grammar and vocabulary, and modeling through experiences and interactions with excellent writing. Students practice writing and receive feedback across disciplines.

Mathematics: The school's approach to mathematics instruction is rooted in moving students from a concrete understanding of concepts to a pictorial understanding and finally to an abstract understanding. Early instruction relies heavily on the use of three-dimensional manipulatives for counting, grouping, and application of operations. Students then move to two-dimensional pictorial modeling of concepts and spend significant time modeling mathematic operations. Eventually, the students are given opportunities to think abstractly about these concepts using numerical representations. This approach allows the classroom teacher to easily differentiate instruction based upon where the student is in his/her understanding. Those needing additional time in the concrete stage may remain there while other students move into the pictorial or abstract stages. Students are taught problem solving techniques, including how to use and evaluate multiple approaches to problems. The school also has invested in significant teacher training and parent education to provide necessary support for students.

Science: The school's curricular approach to elementary science is grounded in basic data collection and analysis, observational skills, experiential learning and longer term projects. This includes quite a bit of cross-over with the math curriculum as it involves counting, numerical operations, graphing and interpreting and solving more complex word problems. Observational skills are developed through longer term projects such as a bird identification project in which students must observe and identify types and habits of various bird species found at feeders students build for their yards. Health and nutrition education, including objectives like identifying nutritional information on foods, building a balanced diet, tooth brushing, and exercise, is part of the science curriculum. The school's success in developing a healthy school is evidenced by it being recognized nine times as a Governor's Buckeye Best Healthy School for its instructional and education practices.

Social studies/history: The primary curricular objectives in social studies focus on citizenship, community, local and national history and geography. Beginning in primary grades the students learn what it means to be members of various communities and the incumbent responsibilities and rights within them. This includes things like family, neighborhoods and local communities, but also the rights and responsibilities of national citizenship. Local history is studied beginning in third grade when students must research and create a presentation on an aspect of their local community's history. In fourth grade, a large portion of the year is used to learn major events and issues in Ohio history, in addition to major themes of geography. Fifth grade begins an introduction to major events and issues in American history.

2. Other Curriculum Areas:

Worthington Christian Elementary believes that a full and dynamic curriculum is vital to the intellectual, creative and physical development of its students. Areas outside of the core curriculum are critical to this development. These "non-core" instructional areas are worthy of study in their own right but also develop the kind of thought that assists students in the core areas as well. These areas include study of creative thinking, healthy lifestyles, persistence in overcoming challenges, cooperative learning, and applying technological solutions to problems students encounter.

Arts: Teaching toward a Christian worldview requires that students develop a creative and aesthetic sense from their earliest years in school. All students receive musical and fine arts instruction for 100 minutes per week. Music instruction emphasizes learning the rudiments of music, both vocally and instrumentally. Students learn to read music, match and create tones and pitches, identify different musical styles, composers and historical pieces, and perform musical pieces. Beginning in third grade, approximately 40-45% of all students participate in elective strings instruction, which includes violin, viola and cello. These students receive beginning and intermediate instruction in the elementary school but many continue to progress to advanced instruction as they move through the school's middle and high schools. Fine arts instruction concentrates on fundamentals of line and color, composition and form. Units on weaving and pottery make strong connections to social studies as the students investigate the historical importance of these arts to people groups in other cultures. Students create a portfolio of work each year that culminates in a spring art show for all grade levels.

Physical education/health/nutrition: The school believes that it must teach students the importance of care and use of their bodies. This includes kinesthetic instruction as well as health and nutrition. All students receive 50 minutes of physical education instruction per week. The curriculum emphasizes physical fitness and the development of play and lifetime skills, teamwork, and sportsmanship.

Technology: All students receive 50 minutes of direct instruction on technology skills and the use of technology in their learning. The instruction during class is designed to assist them in making the best use of the technology available to them in the classroom, including the internet, netbooks, Microsoft Office products, iPads, educational apps and basic keyboarding. Because of the emphasis on the use of technology in learning, the technology instructor regularly works with classroom teachers to help them design lessons which use available technology. These include students creating PowerPoint presentations and reports, Prezi presentations that flow out of literature circles on themes of books, smart response systems that gauge students learning and provide valuable feedback to teachers, internet safety and technology etiquette.

Library: All students receive weekly library instruction on the use of the library's resources. There are also open access times available throughout the week. Instruction includes an introduction to research techniques and use of resources like INFOhio's online database, navigating the Dewey Decimal System and finding one's way around a library, and standards for internet safety. The librarian leads book talks and discussion groups, arranges for personal visits from published authors that engage students in the writing process, plans a Celebrate Reading Week and provides teachers with literature than can be used across the curriculum in their classrooms.

Theology: In keeping with the school's mission, daily instruction on Christian theology provides a unifying element across the curriculum. The primary objective is to provide students with a concrete understanding of the grand narrative of the biblical story, including locating the people, places and events within the narrative. The importance of a theological understanding for WCES students cannot be understated. Theological concepts are integrated across the curriculum as a vital component of student learning. It provides context, meaning, and understanding in all disciplines. The school believes that a full understanding of other disciplines is not possible without an understanding of how theology speaks to them.

3. Instructional Methods and Interventions:

As a private institution, Worthington Christian is not obligated by law to differentiate instruction to meet various learning needs, however it is a high priority given our Christian mission to serve the greater community and to help all students to flourish. The school believes that whenever possible, it is called by God's grace to serve the needs of those who do not learn best in a traditional setting. Intervention services are provided by educated and licensed special education teachers in Kindergarten through fifth grade. With an emphasis on early detection and intervention, support teams are established for students who are struggling with their regular class work. Following consultation with families, strategies are put in place to meet student needs both individually through direct one-on-one instruction as well as accommodations and modifications in the regular classroom. Intervention specialists pre-teach lessons to students where struggles are anticipated, they coach students through studying and learning strategies, and speech-language pathologists provide specific speech and language services for students in the earliest grades in order to provide them with the tools necessary to tackle advanced work.

Classroom teachers, in consultation with the Intervention Team, provide differentiated instruction to students with diagnosed learning challenges. Students are given extra learning scaffolding as they progress through their schoolwork. Examples would include extra questions in preparation for new material, additional visuals for struggling students, access to manipulatives, and extra time as appropriate. When appropriate, the intervention staff also provides direct instruction to students who are having more significant difficulties. Individual work on phonemic awareness helps students overcome challenges in obtaining early literacy. Re-teaching lessons where struggling students failed to meet grade level standards allows students and teachers to keep pace with their yearly learning goals.

WCES also seeks to enrich the educational lives of students who are gifted with exceptional academic abilities. An enrichment program for students who qualify allows opportunities for students to enhance their potential through collaboration, innovation, and problem solving. Students are challenged to engage in inquiry, take intellectual risks, exercise critical thinking, and reflect upon and develop individual talents. This program is reserved for students whose achievement represents approximately the top five percent of all Worthington Christian students and access is granted through standardized test scores measured against national norms and the approval of their classroom teacher. Beyond this enrichment program, Worthington Christian has begun a partnership with Northwestern University that identifies academic talent as early as the third grade and begins testing students with above grade level ability. This program is voluntary, and it occurs beyond the scope of the school day, but based on most recent test data more than seventy percent of Worthington Christian Elementary School students qualify for this advanced opportunity.

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

The school maintains a rich bank of assessment data on student achievement. This data is collected on a daily basis through short cycle assessments and through various standardized assessments that are taken on a regular basis throughout the school life of each student. Because the school has no high-stakes testing, it is free to use all assessment data for its most valuable purpose – analyzing individual and collective student achievement in all areas of our curriculum. As a result, what the school believes to be best practices in curriculum and instruction drives the school's assessment results rather than allowing the assessment to drive the curriculum and instruction.

Nevertheless, WCES teachers understand the importance of using evaluative and formative assessment to maintain high levels of achievement. This is the primary professional development goal for the school this year. Three full professional development days have already been devoted to properly aligning instructional objectives to assessment through the creation of an assessment blueprint. A fourth day will occur in March 2016 at which our consultant will return to provide feedback to teachers on the process they have been using.

The school uses the standardized assessments STAR Reading, STAR Early Literacy and STAR Math five times a year and a DIBELS assessment three times a year so that student progress can be gauged in each area. The results are shared with parents along with explanatory notes so that parent understand how these

normed scores relate to the classroom assessments and report card marks. For students who show slower than expected progress, a plan is made to address the learning gaps. This may include simple classroom accommodations or it could include the school intervention team creating a multi-factored plan to address the student's needs. In the spring, all students take the TerraNova assessment (this spring grades 3-5 will move to the ACT Aspire to align with the middle and high schools in our system.) The results from these are shared with parents and analyzed by teachers. Nearly every subtest on the TerraNova indicates that, not only do WCES students aggregately perform in the top 15% of all schools nationally, they aggregately perform better than their abilities would predict. When conceptual understanding of mathematics showed a consistently lower achievement than computation, the school revised the curriculum to provide for better conceptual understanding. Since this is the first year for this, the school does not have enough standardized data to show achievement gains but short cycle assessments indicate higher levels of understanding.

None of our ethnic subgroups make up more than 10% of our students. Male and female subgroups both show similar levels of achievement.

1. **School Climate/Culture:**

Our school culture is bound up entirely around our mission statement that "Worthington Christian Schools develops the mind of Christ in students through rigorous intellectual, creative and physical pursuits." The school believes that all truth is God's truth and that concept opens up the entire realm of academic study as a means of developing the mind of Christ in our students. Students are regularly reminded that, since God is all-knowing, each time they learn something new their mind becomes more like God's mind. The pursuit of Christian discipleship is the primary motivation for our teaching and learning.

The school places a high value on the nurturing relationship between the teacher and the student. Because teachers share the school's belief that each student bears the Imago Dei, the image of God, the faculty sees this nurturing as a divine responsibility to care for the mind, heart and soul of their students. Teachers will meet in groups to pray for students and their academic, social and personal needs. They also lead the class in prayer for each other on an almost daily basis, building a culture in which students care for each other's needs as well. A safe learning place in which all members of the school value each other and know they are valued is critical to the learning of our students.

The school's faculty is compensated at a considerably lower rate than they would be at area public schools. Salaries average only about 55% of local school districts and the retirement and other benefits are at an even lower percentage. And yet, we have a very small rate of teacher turnover and average about 12 year of experience. The faculty is firmly committed to the mission of the school and is willing to make a financial sacrifice in order to be a part of it. School families recognize this commitment and express gratitude in countless ways. The school sponsors a faculty recognition program called Extra Mile in which colleagues nominate faculty and staff for contributions to the school that go above and beyond expectations. Several dozen nominations are made each month and all are publicly recognized.

2. **Engaging Families and Community:**

Without question, the primary means of engaging families and the community is through the shared mission of the school. There is overwhelming support for the mission among our families and it leads to great partnerships with them because all have bought into the purpose of the school.

Because there is an expectation of academic rigor, there is a large emphasis placed on communication of academic and school-wide items. The school uses an online platform known as RenWeb to manage student coursework, homework and grades and allows parents to view these in real time. The school web site is the hub of our communication to families and each week the district publishes The WCS Weekly, and the elementary school publishes A Matter of Principal. Both keep parents informed of school news.

The Parent-Teacher Fellowship (PTF) is a parent-run organization which strengthens the school/family partnership through events such as mentoring of new school parents by returning school parents, hosting events like a school-wide tailgate before a high school athletic event and providing appreciation luncheons for faculty and staff.

The school plans for community engagement through designing service learning opportunities for students. We have nurtured a number of service partnerships with area non-profit organizations. A vital component to our educational philosophy is teaching students that their education is meant to serve a purpose beyond themselves. Each year we commit one full day to students serving the community and these organizations through things like yard clean-up for widows in the neighborhood, making baby blankets for singles moms, writing letters to WWII veterans who taking the Honor Flight to the WWII Memorial in Washington, D.C. or visiting and singing for residents at local nursing homes.

3. Professional Development:

Professional Development at WCES is focused on the growth of the educator with an emphasis on the whole teacher as an influencer of student learning and achievement. Taking adult learning theory into account, the strategy employed by the school seeks to balance the values of educator formation as well as self-direction and critical reflection. The school administration prescribes fifteen hours of faculty development each year for all K-12 faculty. Aligned with the school's mission and vision for quality instruction, the professional development calendar cycles through a four year rotation emphasizing content knowledge in one year, teaching methodology and strategy in a second year, and assessment of student learning in the third year. The fourth year is reserved for topics of special interest or areas needing additional emphasis, such as integrated instruction or promoting critical thinking. Quality educator instruction is sought with an eye toward engaging the teacher-learners in practical and relevant practices that have immediate impact on classroom instruction. Recent faculty development on student assessment included a two day seminar with instruction on Webb's Depth of Knowledge schema. During the training, teachers attached meaningful assessment techniques to their stated curricular learning objectives, thus preparing to return to class with more meaningful assessment strategies.

Beyond the school's prescriptive professional development program worth one continuing education unit, each instructor is required to acquire one additional professional CEU (a minimum of ten instructional hours) per school year. These may be obtained through any number of means. Teachers attend conferences such as the National Council of Teachers of Mathematics national convention or the Ohio Music Educators Association professional conference. These conferences enable teachers to gain insight from experts in their specific field as to the strategies that best promote student learning. WCES also provides rotating five-hour courses that are led by the administration or select members of the teaching faculty who have exhibited particular expertise as instructional leaders. These courses are voluntary, and teachers may select from a variety of options. Recent classes have included: teaching Singapore Math, book discussions on grading strategies, and courses on integrating faith and learning. Many other topics are offered as well, all with an eye toward a strategy of teachers engaging their own practice through critical reflection. Finally, teaching faculty may pursue graduate school. The school provides tuition reimbursement for teachers who are actively enrolled in an approved and relevant graduate school program. Depending on the individual pursuing the advanced degree and his or her background and needs, the right graduate school education may prompt the specific learning outcomes that are desired as a growing member of the faculty at WCES, and ultimately lead to greater gains in student learning.

4. School Leadership:

School leadership begins with the Worthington Christian Schools Board of Directors, which is responsible for the policy governance of the school. Under the board, the head of school is responsible for the executive functions of the school. The primary role of the head is to direct the school's strategic planning and implementation. An important component of that is to lead the elementary school principal and academic dean in developing a rigorous academic program.

The academic dean is responsible for the school's curriculum development and implementation. The dean directs each discipline's department chair in the regular review of all curriculum and supporting materials to ensure standards and instructional alignment and developmentally appropriate rigor. The department chair leads the faculty curriculum committee for each discipline. Each year, one to two disciplines complete the extensive process of review, revision and implementation of learning standards and objectives. The cycle for the entire academic program completes every five years. The dean is also responsible for the faculty's professional development. The dean designs a school-wide professional development plan in which all faculty participate. This includes setting both school-wide and individual goals for growth. The dean has instituted a Professional Development Academy in the school that provides targeted, ongoing training for teachers on key areas identified by the faculty and administration.

The principal provides supervision and leadership to the faculty. This person observes and coaches each faculty member on the school's Four Pillars of Effective Christian School Teaching. This model, developed by school administration, places Content Knowledge, Instruction Methods, Student Assessment and

Professional Development, all framed by a theological understanding of the world, at the core of effective instruction. The principal uses a variety of tools to analyze the school's teaching effectiveness. These include classroom observation, data from evaluations, parent and faculty feedback and student success after they leave the elementary school. School-wide and individual coaching are based upon this analysis.

PART VI * INDICATORS OF ACADEMIC SUCESS

Worthington Christian Schools believes that the primary problem in contemporary American schooling is the lack of a shared narrative that holds all learning together and gives it meaning and purpose. Without this shared narrative, learning and knowledge become fragmented and the ability to integrate across disciplines and experiences becomes an impossible task. Worthington Christian Elementary School's greatest practice is the dogged determination to keep the Christian narrative at the center of its mission, instruction, operations and community. Doing this does not result in a loss of diversity, but it provides a unity within the school's diversity; a unity without which the diversity the school enjoys has no real meaning.

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 <u>X</u>   No

3. What is the educational cost per student? $<u>7517</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>1176</u>

5. What percentage of the annual budget is devoted to   <u>26</u>%
   scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>48</u>%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math	**Test:** TerraNova 3
Grade: 3	**Edition/Publication Year:** 2008
Publisher: CTB/McGraw-Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	70
Number of students tested	56
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:

Subject: Math	**Test:** TerraNova 3
Grade: 4	**Edition/Publication Year:** 2008
Publisher: CTB/McGraw-Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	72.5
Number of students tested	51
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:

Subject: Math	**Test:** TerraNova 3
Grade: 5	**Edition/Publication Year:** 2008
Publisher: CTB/McGraw-Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	76.6
Number of students tested	60
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:

Subject: Reading/ELA	**Test:** TerraNova 3
Grade: 3	**Edition/Publication Year:** 2008
Publisher: CTB/McGraw-Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	74.5
Number of students tested	56
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
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:

Subject: Reading/ELA	**Test:** TerraNova 3
Grade: 4	**Edition/Publication Year:** 2008
Publisher: CTB/McGraw-Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	84
Number of students tested	50
Percent of total students tested	98
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:

Subject: Reading/ELA	**Test:** TerraNova 3
Grade: 5	**Edition/Publication Year:** 2008
Publisher: CTB/McGraw-Hill	**Scores are reported here as:** Percentiles

School Year	2014-2015
Testing month	Apr
SCHOOL SCORES	
Average Score	84
Number of students tested	60
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: