

U.S. Department of Education
2017 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. Tim McAboy

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

Official School Name Wheaton Christian Grammar School

(As it should appear in the official records)

School Mailing Address 1N350 Taylor Drive

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

City Winfield State IL Zip Code+4 (9 digits total) 60190-1476

County DuPage

Telephone (630) 668-1385 Fax (630) 668-2475

Web site/URL http://www.wheatonchristian.org E-mail WCGS@wheatonchristian.org

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. Stephen Clum E-mail sclum@wheatonchristian.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wheaton Christian Grammar School Tel. (630) 668-1385

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. Jim Rathbun
(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

1. 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. 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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as “persistently dangerous” within the last two years.
9. 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.
10. 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.
11. 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.
12. 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 (2016-2017) 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, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	21	28	49
1	21	21	42
2	30	18	48
3	27	25	52
4	36	26	62
5	25	32	57
6	39	37	76
7	45	36	81
8	28	46	74
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	272	269	541

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 5 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 80 % 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 2015 – 2016 school year: 3%

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, 2015 until the end of the 2015-2016 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	15
(4) Total number of students in the school as of October 1, 2015	555
(5) Total transferred students in row (3) divided by total students in row (4)	0.027
(6) Amount in row (5) multiplied by 100	3

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

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

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 8 %
39 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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</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: 3
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	4
Classroom teachers including those teaching high school specialty subjects	27
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	4
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 20:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	95%	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 2016.

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.

WCGS exists to educate, train, and nurture children for godliness and excellence, equipping them to engage and transform their world for Jesus Christ.

PART III – SUMMARY

Wheaton Christian Grammar School is a K-8 interdenominational Christian school, located in the western suburbs of Chicago. Founded by local parents in 1942, WCGS operates under the governance of the Wheaton Society for Christian Instruction, in which membership is open to interested parents who affirm the school's Statement of Faith and make a minimum annual financial contribution. More than seventy-nine different churches are represented within the student body.

The school's mission, "Under the authority of God and His Word, Wheaton Christian Grammar School exists to educate, train, and nurture children for godliness and excellence, equipping them to engage and transform their world for Jesus Christ," is used as a measure for decisions that impact the direction of the school. WCGS has an administration, faculty/staff, Board, and parents who value and are committed to a distinctively Christ-centered approach to learning.

The school is committed to Christ-centered education and the teaching of God's truth, whether it is scientific, historical, philosophical, or spiritual. Its faculty is committed to providing a high-quality program of rigorous academics and diverse co-curricular opportunities. WCGS teachers have a heart for excellence and believe that their example can have a transformational impact in the lives of WCGS students. Each full-time teacher maintains both current Illinois State and Association of Christian Schools International teacher licensing. Each is prepared to integrate vibrant faith with excellent academics. Students are challenged individually to excel in every facet of learning.

In 2010, the school moved from its 530 E. Harrison Avenue location in Wheaton to nearby Winfield, IL. The new campus occupies 35 acres with over 92,000 square feet of instructional space for students. Features of the new campus include current technology, conference rooms, Jr. High team room, educational therapy suite, Commons, stage, music rooms, library media center, Science lab, kitchen, and office space.

Enrollment is strong and stable, comprised of 541 students from 374 families. More than 32 communities are represented in the student body. The current class size is 20.8 students per class; teacher-student ratio is 1 to 13:4. WCGS has a 93% retention rate.

The school has seen an increase in the diversity of its student body over the past 5 years. Currently, the student body includes 6% Asian, 3% Hispanic, 5% African-American, 6% Bi-racial, and 80% Anglo students. We employ 31 full-time and 12 part-time teachers who are supported by 24 staff members comprised of administrators, office personnel, nurses, instructional aides, maintenance personnel, extended care staff, and educational therapists. The average number of years teaching at WCGS is 10.2 with the average number of years of total teaching experience at 15.5. Forty-five percent of teachers hold a master's degree or above.

Academic excellence continues to be a commitment and focus of the administration, faculty/staff, and Board of Directors. To that end, the administration and faculty have worked hard on developing/refining curriculum calendars and standards that align with the guaranteed and viable curriculum. The evaluation of academic programming, educational resources, and learning environment is continual as WCGS works with all types of learners. The faculty and staff are involved in professional development as an ongoing support of academic excellence.

WCGS students have historically demonstrated very strong achievement test performance. Our spring 2016 TerraNova 3 median score for Reading - Language - Math was 93-8. Quality analysis also extends to regular surveys of school families and graduates.

From after-school language, art, and drama clubs to chess teams, speech competition, spelling and geography bees, MathCounts, Battle of the Books, FLL Robotics, yearbook, and Student Council, the school offers beneficial and challenging opportunities to suit the interests of nearly every student. Students participate in chapel programs and service activities, athletic opportunities (soccer, cross-country, basketball, volleyball, and track), as well as music (band, orchestra, string ensemble, jazz ensemble, junior

high musical, praise team, and choir). Students also participate in activities and contests sponsored by the Illinois Elementary School Association, Association of Christian Schools International, Illinois Art Educators Association, Illinois Grade School Music Association and Illinois Music Educators Association. All of the above-mentioned activities provide life experiences that help shape the character of each student, as well as fulfill the intention to educate the whole child.

Wheaton Christian Grammar School is fully accredited from the Association of Christian Schools International (ACSI) and AdvancEd (North Central Association Commission on Accreditation and School Improvement). The school also holds Full Nonpublic Recognition status from the Illinois State Board of Education. WCGS admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students of the school. It does not discriminate on the basis of race, color, national, or ethnic origin in administration of its educational policies, scholarship programs, and athletic and other school-administered programs.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Reading/English/LA

Students participate in direct instruction at every grade level, every school day, to learn phonics, grammar, writing, reading, word study, spelling, handwriting, literature, and oral expression. The WCGS language arts program equips students to communicate clearly and orderly with confidence and boldness as they live out their commitment to Christ in a changing world. Students learn and master foundational skills to become exceptional writers, readers, and speakers. Specific study includes: phonemic awareness, Latin and Greek roots, literary elements, writing process, genre reviews, manuscript and cursive handwriting, literature anthologies, spelling patterns, oral presentations, trait writing, and novel studies. Course options at the junior high level allow students to enroll in an advanced language arts class, which includes investigative journalism, crafting position papers, and historical documentary script writing. Students also have a variety of presentation opportunities through speech competitions, spelling bee events, essay contests, and publication projects.

Mathematics

The math programming at WCGS exemplifies a comprehensive developmental approach to teaching math theory, concept development, and skill mastery. The goal of daily math instruction is to develop disciplines of focus, logic, problem solving, accuracy, and discernment while understanding God's attributes and characteristics of universality, order, precision, dependability, and sovereignty. The algebra-based curriculum beginning in kindergarten scaffolds a majority of students through the successful completion of Algebra 1. Advanced course options in junior high offer sixth graders enrollment in Pre-Algebra and eighth graders in Geometry. Differentiated instructional strategies enhance the depth of coverage with appropriate pacing. Students readily place in mathematical competitions as they engage in math meets and organizations throughout the year.

Science

Teachers present science through investigation, hands-on application, and the eyes of a botanist, geologist, engineer, physicist, architect, astronomer, etc. Students in grades 6-8 study in-depth units of the three branches of science. The lower grade students participate in a thematic block or highly integrated approach of the science branches three to four times per week. We teach science to learn the practical knowledge of the world around us, recognizing God as the Creator who made everything with a purpose. Students conduct lab experiments, track weather fronts, examine animals in their natural habitats, build skeletal and other body system models, hatch chicks, research, build simple machines, contribute to the World Moon Project, design and test robots, engineer and erupt multiple types of volcanos, track plant growth cycles, build and launch rockets, dissect frogs and sheep's eyes, design prosthetic devices, construct water filtration systems, and test chemical interactions. Students are placed in authentic environments such as the: zoo, arboretum, orchard, working farm, lapidary museum, agricultural expo, aquarium, prairie wetlands, outdoor adventure retreat, college observatory, art institute, waste water treatment center, planetarium, natural history museum, premier particle accelerator laboratory, national research laboratory, and various science museums. Students master the scientific method approach while developing science process skills vital to learning outcomes. Through extensive content study, STEM application, and innovation, WCGS students recognize the growing complexity of the world in which we live and are driven not by what they know but by what they can do with what they know to impact their future for God's glory.

Social Studies/History/Civics

Social studies, world studies, and history instruction at WCGS is based on a progression of study from self to family, neighborhood, community, localities, state, region, country, and continent to the entire world. Students study these specific structures applying the eight strands of social studies:

1. History – Time, chronology, years, and dates of historical figures who help shape our lives today; events of the past
2. Geography – Location, place, and maps of people and environments that surround us and continually change

3. Economics – Wants, needs, goods, and services; how basic human needs are met in a variety of ways; how people use resources
4. Government – Community leaders who govern, make laws, and influence how we live
5. Citizenship – Rights, responsibilities, pride, and hope of our nation; beliefs and principles that identify our nation
6. Culture – Holidays, traditions, and stories about ourselves, our families, and our customs that we share to celebrate our way of life
7. Science, Technology, and Society – Inventions, computers, and ideas that have changed the way people live together
8. Social Studies Skills: recall details, understand cause and effect, compare and contrast, classify, make generalizations, make judgments, summarize, and draw conclusions

Students also apply the six essential elements of geography to understand the earth's land, water, plants, animals, and people. Studying social studies is carried out through specific branches of study every day in junior high and three to four times per week for lower elementary students. The goal of instruction is to cultivate an appreciation and understanding of people, places, and events in history, learn from the past to bear witness to God's sovereignty, and develop a global knowledge and perspective for contribution.

2. Other Curriculum Areas:

Grade K-5 students receive direct instruction in music and physical education three times per week, and art, multi-media literacy, and library once a week. Junior high students receive direct instruction up to three times per week per curricular area in physical education (all year); art, multi-media class (one semester); and music class (up to a year).

The Arts

All students learn visual art, performing art, digital art and music through the study of great artists, experiencing a variety of mediums, developing skills of ability and expression, all for the glory of God. Specific artists, and elements of art history, mediums, software, and skills (i.e., color theory, ceramics, stained glass, composing music, creating instruments, styles, design, etc.) are studied to become competent in creative expression. Students in grades 4-8 participate in annual state-of-the-art theatrical musical productions. Junior high students enroll in classes for digital art, studio art, choir, concert choir, concert band, jazz ensemble, concert orchestra, honors orchestra, music foundations, or praise team. Every student contributes to the annual school gallery show, and all students are encouraged to compete in IGSMA Solo and Ensemble Contest, ILMEA Music Festival, ACSI Music Festival, and ACSI Art Festival. We cultivate an environment of praise and worship to our Creator as we communicate with others, while understanding the function and purpose of the arts.

Physical Education

The focus on physical education is to care for our bodies, train, and develop our physical abilities, recognizing these as valuable gifts from God. All students are involved in developing skills and concepts of team sports in units of study during the year that support a knowledge and understanding of fitness, nutrition, goal setting, creative movement, safety, coordination, heart fitness, competition, sportsmanship, equipment usage, flag football/rugby, soccer, basketball, softball, badminton, track and field, handball, speedball, floor hockey, ultimate Frisbee, bowling, and lacrosse. Students in grades 5-8 may participate in a number of interscholastic team sports.

Foreign Language

Spanish and French are studied at the 7th and 8th grade level to develop basic proficiency in another language and to understand other cultures. Students master basic vocabulary and beginning grammar concepts by practice of four skills: listening, speaking, reading, and writing. Courses represent the equivalent of high school level Spanish 1 or French 1. Studying a foreign language fosters an appreciation of and sensitivity to multicultural communities, preparing students to work effectively and humbly with others to impact God's kingdom. WCGS is in compliance with the BRS program's foreign language requirements. Over 20% of our students in grades 7 and 8 are enrolled in foreign language instruction 220

minutes/week for a full year.

MML

The multi-media literacy (MML) program teaches K-8 students computer skills and the wise use of technology. The mission of MML is to apply an understanding of hardware and software as tools to communicate with, learn from, and utilize in the processing of information in a digital age. Students employ software that enhances their knowledge of language, reading, science, social studies, and math programs, as well as learn basic computer literacy in typing, word processing, presentation, organization, and information management. Students gain a strong understanding of the relationships between science, technology, society, and the individual as they learn to communicate and collaborate through a variety of digital media, environments, and distances.

Library

Attending library class for students in grades K-8 serves as a gateway to learn how to use information to support their instruction and literacy development in the information age. Students learn the Dewey Decimal System, resource selection based on genre, topic, type, and task outcome, and study award-winning literary works with a discerning eye to evaluate, compare/contrast, and analyze. Research is a key component of instruction and is taught developmentally, beginning in second grade and progressing in complexity through eighth grade. Through print, visual media, technology, modeling from teachers as well as instructional strategies such as the Super 3, Big 6, and RAD CAB, students are able to experience an equipping, comprehensive research process.

3. Instructional Methods, Interventions, and Assessments:

Wheaton Christian Grammar School's programming, curriculum, and learning experiences at each grade level provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. We believe the teacher-student relationship is the most powerful variable for learning success. WCGS teachers are diligent not just to know about their students, but to understand each child's strengths, weaknesses, and aptitude for learning so they can address specific learning needs and work towards what is best for academic success. WCGS recognizes that how a child is taught is often the difference between effective learning and frustrating defeat. We also emphasize developing a relationship with the whole child, with specific importance on the spiritual nature of our students. We are intentional in growing and nurturing the spiritual and moral nature of our students as we properly challenge the social, emotional, physical, and mental facets of development. This can be seen in the classroom through biblical integration, worldview formation, cooperative learning, utilizing learning modalities and multiple intelligencies, as well as through co-curricular and extra-curricular activities outside of the classroom.

An area of strength to advance academic achievement comes from a systematic collaboration of teachers meeting regularly to articulate curriculum vertically and horizontally, ensuring that educational standards, student outcomes, and explicit instruction are guaranteed and viable across content areas as well as grade levels. Classroom teachers continually develop the school's dynamic curriculum maps, aligning essential content and skills to national learning standards developed by the Mid-continent Regional Educational Laboratory, NGSS, NCTM, ISTE, SHAPE America, and ACTFL. Evidence of a robust educational program that prepares students for success at the next level of learning is reflected in the school's annual report card, annual standardized testing results, and stakeholder surveys. Teachers utilize a variety of formal and informal assessments to identify unique learner needs of all students (i.e., mental, emotional, physical, social, and family) at all levels of proficiency and to inform ongoing remediation, accommodation, enrichment, and advancement of instruction. Teachers implement the "Marzano 9" Classroom Instruction That Works Strategies to activate student engagement, cooperative learning, critical thinking, and self-reflection. Wheaton Christian Grammar School is most fortunate to have a technology-rich environment in which to teach. Each classroom is equipped with a SMART Board, document camera, wireless capabilities, student response devices, portable laptop carts, and iPads for grades K-3. With the use of technology, students are able to apply knowledge and skills and demonstrate ongoing growth in the classroom and beyond. Teachers also employ a variety of differentiated strategies (such as cooperative learning, flexible groupings, process, and product outcomes) in order to meet the needs of all learners.

The school's administrative team, registrar, curriculum coordinator, and teachers work together to ensure all assessments are administered with complete fidelity. Teachers are briefed on testing purposes, goals, procedures, and protocol. Assessment results for every student are included in student records, presented in tables, charts, and graphs to provide assessment data, which include longitudinal results. Assessment results are analyzed in an ongoing basis throughout the year with teachers documenting their findings, making instructional decisions based on these findings, and engaging in professional conversations across the grade levels, including all areas of instruction. All testing is aligned to WCGS curriculum which, in turn, is aligned to national learning standards. Teachers are responsible to plan instructional pacing, specific coverage of skills, concepts, and content, and to support student success and achievement gains.

WCGS reports student assessment through four main proceedings:

1. Annual administration of the TerraNova 3 (TN3) assessing reading, language, mathematics, science, social studies, and biblical knowledge.
2. Annual administration of the InView measuring cognitive skills such as verbal reasoning, nonverbal reasoning, sequences, analogies, and quantitative reasoning.
3. Fall, winter, and spring benchmark testing in reading through six different reading assessments: Really Great Reading Diagnostic Decoding Survey, Consonants/Short Vowels & Blends/Digraphs Testing, 3-Minute Rasinski Reading Assessment, Scott Foresman Reading Street Benchmark Tests, Words Their Way Primary Spelling Inventory, and STAR Reading Test.
4. Spring diagnostic testing in mathematics is accomplished through the administration of curriculum-based tests measuring each student's knowledge, skill, and conceptual understanding.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Wheaton Christian Grammar School is intentional in creating an environment that is joyful, safe, affirming, and enriching. Students are encouraged by teachers and administrators who take a personal interest in them. Administrators, teachers, and other staff are trained to identify and respond appropriately to students experiencing stress in academic, social, family, emotional, health, or other areas. At the Jr. High level, we provide Connect Groups in which each student can safely discuss life issues with an adult advisor. Students enjoy camaraderie through special activities throughout the school year (Eighth Grade Challenge, Fall Family Fun Night, Talent Shows, Field Day, etc.). It is normal practice for students to receive notes of encouragement, or to have teachers attend after-school and outside of school activities. Many teachers continue to invest in the lives of their students long past their years at WCGS.

Through our rich co-curricular (MathCounts, yearbook, Speech Meets, Spelling Bees, music, etc.) and extracurricular (athletics, drama, Student Council, Chess, Battle of the Books, etc.) programs, all students are given opportunities to hone their skills in areas of interest. Students who struggle in reading receive intervention in grades 1-3, and those with a documented learning disability have support services (Wilson Reading, National Institute for Learning Development educational therapy, etc.) available through our Kaleidoscope program.

Students are provided with numerous enriching academic experiences (visits to Fermilab National Laboratories, yearly presentation from a physicist at Northrop-Grumman Aerospace Corporation, attendance at Chicago's Lyric Opera). The introduction of robotics into our science program and the establishment of a robotics team to compete in the First Lego League Challenge have generated much excitement.

Service opportunities (helping the homeless through Public Action to Deliver Shelter, serving at Pacific Garden Mission and Feed My Starving Children, performing for or visiting the elderly in nursing homes, and sponsoring children through Kids Alive International in the Dominican Republic) abound. Each class gives Christmas gifts that impact people around the world.

Teachers are our greatest resource. Discretionary room funds, learning resources, and curriculum materials enhance the ability of teachers to deliver instruction and enhance the educational experiences of our students. The Auxiliary's Staff Appreciation Committee regularly affirms faculty/staff in numerous practical ways.

Administration supports teachers through professional development opportunities, resources for classes and workshops, attendance at conferences, advice/encouragement (through notes, e-mails, the gift of time, listening), salary increases for graduate coursework, observation/evaluation, mentor/mentee, and by valuing their input as we collaborate for the benefit of the students and the school.

2. Engaging Families and Community:

Partnering with families is a core value of WCGS and a game-changer to providing a vibrant school community. Stakeholders' input is gathered regularly through surveys (parent, graduate, events) which provides the administration with valuable data/feedback to guide our educational programming. Parents, grandparents, and other stakeholders are empowered to partner in their child's education through teacher communications, Fall Fellowship Teas, Thursday Notes (e-newsletter), opportunities for classroom involvement, teacher accessibility, Auxiliary involvement, RenWeb communications, and the school website.

The Head of School and administrative team value and maintain consistent communication with current and former students, families, and grandparents. The Head of School has traveled out-of-state to connect with stakeholders, foster relationships, and gain input to shape decisions and work collaboratively on

school improvement. Administrators also prioritize communication with stakeholders through frequent hand-written notes, phone calls, and e-mails.

Through a number of events (New Family Reception, Open Houses, Fall Fellowship Teas, Back to School Night), we are able to connect, share our vision and mission, and orient families to the culture of our community. Parent-teacher conferences (we have nearly 100% participation) and parent meetings to discuss the 5th grade human growth and development unit and the 8th grade relationship unit allow us to be proactive in our communication and partnership with parents.

The atmosphere and culture of the school are impacted by our focus on specific character qualities and spiritual traits that we feel need to be exemplified in the lives of our students. Social and emotional learning is supported through the implementation of classroom management strategies, service projects, co-curricular/extracurricular activities, discipline approaches (Grade 5 Turn-It-Around policy), and administrators having lunch and check-ins with students.

Student and parent involvement through Fall Family Fun Night, serving at PADS and Feed My Starving Children, giving presents to ESL children, embarking on a yearly Father/Son and Mother/Daughter Missions Trip to the Dominican Republic, visiting retirement centers, organizing food drives in support of Loaves and Fishes Food Bank, performing concerts at local malls and convalescent homes, hosting Illinois Elementary School Association State Tournament games as well as the Wheaton City Chess Tournament, recognizing veterans at our annual Veterans' Day Assembly, and connecting with grandparents at our annual Grandparents' Day all serve to build into the lives of our students. These and other key activities provide our students and families with a vision for serving others locally, regionally, and around the world.

3. Professional Development:

The WCGS teacher professional development program deepens faculty expertise and student learning. The teachers and staff remain actively engaged in Professional Learning Communities (PLCs) throughout each school year. PLCs are made up of teacher teams in the same grade, subject, or role, and are represented through weekly grade level team meetings, vertical articulation content area meetings, instructional emphases, school-wide initiatives and topical professional development events. PLCs provide our faculty and instructional staff time to work together to design lessons, examine student evidence and data, develop grade level learning opportunities, participate in the curriculum evaluation and review process, and collaboratively discuss how to successfully engage our students. Annually teachers spend time documenting how their instruction and student learning aligns to national standards and benchmarks through the development of our school's curriculum maps. This year PLCs have focused on instructional strategies in math, writing, and science (STEM) as well as teacher training in coaching for systematic leadership, technology efficacy and developing expertise in Bible content knowledge.

Another component of the WCGS professional development program is the Endowment for Teaching Excellence. The endowment provides an additional opportunity for WCGS faculty and staff to engage in professional growth to benefit the students, families, and colleagues of the school while furthering the mission of WCGS. This year faculty members continue their professional studies to support master's degrees, doctoral studies, and subject emphases. The Endowment for Teaching Excellence is approximately \$280,000, with 5% given out each year (\$15,077 in 2016). Teachers have attended Robotics Academy at Carnegie-Mellon University, NASA's Space Academy for Educators, and classes at Oxford University.

At least six full days each year are set aside for teacher in-service and training. WCGS faculty also participate in the DuPage County-Wide Institute Day. Offerings span from STEM workshops to hands-on workshops for PE, music, and art, to teaching advanced writing and "Encounters in History" at the Illinois Institute of Math and Science Academy. WCGS faculty are invited to sign up for workshops focused on developing them as content area experts. Over half of our faculty have attended the annual Illinois Computing Educator's Conference. Every teacher meets or exceeds the professional development hours required by the state of Illinois for an active professional educational license. Each full-time faculty member has available \$1,500 each year for ongoing professional development.

4. School Leadership:

The Wheaton Society for Christian Instruction (operating as Wheaton Christian Grammar School) has established a strong governing body to direct the procedures, mission, and vision of this school.

The Board of Directors is comprised of volunteers elected by current school parents in accordance with the school's Constitution. The Head of School is a non-elected member. The Board meets monthly, alternating each month between full Board meetings and six sub-committee meetings. The Board Policy Manual describes the process of orientation, qualifications, and ethical standards for Board members. The group participates in a retreat each year to ensure cohesive and focused operation. The Board's active interest, participation, and influence are also evidenced by members' regular visits to the school during the school day and at special events. A faculty representative, Auxiliary representative, and the school's Principal and Assistant Principal all attend Board meetings to ensure that Board decisions benefit student learning.

The Head of School is accountable to the Board to carry out the job description outlined in the Board Policy Manual and is subject to their regular evaluations. In turn, he is responsible to evaluate the Principal who follows procedures to evaluate faculty. The administrative Organization and Responsibilities section of the Board manual outline these protocols.

The Board of Directors, administration, faculty, and staff consistently make decisions that support the school's mission. A strong biblical foundation supports excellence in all areas, including but not limited to academics, character development, athletics, arts, and spiritual disciplines. One of the defining characteristics of Wheaton Christian Grammar School is the culture of Christian community that is evidenced by stakeholder surveys, staff devotions, family interactions, student feedback, accessibility, Auxiliary involvement, RenWeb communications, and the school website.

The Head of School and Principal formally and informally evaluate teachers throughout the year. Teachers and the Principal collaboratively establish, review, and assess individualized SMART goals that are developed to improve professional practice and ensure student success. Administrators formally observe and evaluate each faculty member according to the policies established by the Board, including a summative evaluation to analyze performance and direct future growth.

The governance and leadership of Wheaton Christian Grammar School is strong, and there is a regularly expressed desire to be at the forefront of advancement in all programs and practices. The Board is in the process of establishing a new Strategic Plan to ensure further growth in all aspects of the school. A stakeholder meeting took place at the beginning of the 2014-2015 school year to gather input and create focus areas for short-term and long-term improvement. Administrators and Board members continue to review and evaluate the school's effectiveness in its mission to "educate, train, and nurture students for godliness and excellence."

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

One of our school's core values is the belief that education is best achieved through partnership between parents and educators. While we embrace the Bible's teaching that God has given parents the responsibility of educating or "bringing up" their children, and that parents have the primary responsibility to study and teach the Word of God to their children, the values, goals, discipline and atmosphere of the home and the school need to be in harmony with one another. This partnership between parents and teachers is essential to an integrated and meaningful education that promotes academic success for all students. The blessing and benefit of establishing an enduring, strong, productive partnership with our parents has been cited in our school's stakeholder surveys as one of the most influential factors of our school's success. The partnership begins with an established relationship between our school administration and parents. Every parent is welcomed into our school community through a personal time with our Head of School which follows with a variety of meaningful events: Popsicles on the Playground (summer), New Parents' Welcome Reception (August), Back to School Night (September), Fall Fellowship Teas (September), and New Parent Breakfast (January). Parents continue to deepen the connections as they cooperate and collaborate with their child's teacher through serving in the classroom, chaperoning field trips, serving hot lunch, attending parent/teacher conferences, and lending support at co-curricular events. The partnership is organically expanded from parents to teachers to students. Parents align with teachers in building consistent learning experiences between the school and home. We encourage parents to advocate for their student by volunteering to serve in the classroom, asking meaningful connecting questions of their student regarding learning, and finding out more about the school's philosophy of education, classroom management strategies, instructional practices that raise achievement, and academic support programs. Examples of programming strategies for academic success include SEARCH & TEACH (early identification and intervention of learning difficulties), Kaleidoscope (diagnosis and support for individualized instruction), Reading Specialist, Classroom Instructional Aides, and Math support (remediation, enrichment, placement, and advanced options). WCGS engages in life-changing partnerships with parents, students, faculty, families, and the greater community to commit to the core values and mission of the school. This partnership empowers every stakeholder to support the growth and success of every student, in areas that consider the whole child so that we sustain a quality of education that equips all of our students to engage and transform their world for Jesus Christ.

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? \$11550
(School budget divided by enrollment)

4. What is the average financial aid per student? \$4173

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? 24%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova 3

Grade: 3

Edition/Publication Year: 2007

Publisher: CTB/McGraw-Hill

Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	82
Number of students tested	60
Percent of total students tested	98.4
Number of students alternatively assessed	1
Percent of students alternatively assessed	1.6
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: One student has a modified academic plan and was assessed with the Woodcock-Johnson Achievement Test IV.

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2007

Test: TerraNova 3
Publisher: CTB/Mcgraw-Hill

Grade: 4
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	73
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2007

Test: TerraNova 3
Publisher: CTB/McGraw-Hill

Grade: 5
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	84
Number of students tested	65
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2007

Test: TerraNova 3
Publisher: CTB/McGraw-Hill

Grade: 6
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	78
Number of students tested	75
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2007

Test: TerraNova 3
Publisher: CTB/McGraw-Hill

Grade: 7
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	90
Number of students tested	75
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2007

Test: TerraNova 3
Publisher: CTB/McGraw-Hill

Grade: 8
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	92
Number of students tested	87
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2007

Test: TerraNova 3
Publisher: CTB/McGraw-Hill

Grade: 3
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	77
Number of students tested	60
Percent of total students tested	98.4
Number of students alternatively assessed	1
Percent of students alternatively assessed	1.6
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: One student has a modified academic plan and was assessed with the Woodcock-Johnson Achievement Test IV.

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2007

Test: TerraNova 3
Publisher: CTB/McGraw-Hill

Grade: 4
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	70
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2007

Test: TerraNova 3
Publisher: CTB/McGraw-Hill

Grade: 5
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	81
Number of students tested	65
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2007

Test: TerraNova 3
Publisher: CTB/McGraw-Hill

Grade: 6
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	79
Number of students tested	75
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2007

Test: TerraNova 3
Publisher: CTB/McGraw-Hill

Grade: 7
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	86
Number of students tested	75
Percent of total students tested	100
Number of students alternatively assessed	0
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2007

Test: TerraNova 3
Publisher: CTB/McGraw-Hill

Grade: 8
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	89
Number of students tested	86
Percent of total students tested	98.84
Number of students alternatively assessed	1
Percent of students alternatively assessed	1.16
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: One 8th grade student NOT administered Reading tests per doctor's orders (concussion protocol).