

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Angie Lyons

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

Official School Name Peoria Christian High School

(As it should appear in the official records)

School Mailing Address 3506 N California Avenue

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

Peoria IL 61603-1106
City State Zip Code+4 (9 digits total)

County Peoria

Telephone (309) 686-4500

Fax (309) 686-2569

Web site/URL http://www.peoriachristian.org

E-mail alyons@peoriachristian.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*Mrs. Becky Gardner

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail bgardner@peoriachristian.org

District Name Peoria Christian School Tel. (309) 686-4500

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. Todd Moore

(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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 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	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	36	26	62
10	27	37	64
11	31	20	51
12 or higher	32	26	58
Total Students	126	109	235

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 13 % Asian
 - 8 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 71 % 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 2016 – 2017 school year: 3%

If the mobility rate is above 15%, please explain.

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, 2016 until the end of the 2016-2017 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2016	255
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

English Language Learners (ELL) in the school: 10 %
24 Total number ELL

7. Students eligible for free/reduced-priced meals: 12 %
 Total number students who qualify: 29

8. Students receiving special education services: 0 %
0 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>4</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>4</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>2</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

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	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
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 14:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	99%	100%	100%	100%	100%

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 2017.

Post-Secondary Status	
Graduating class size	68
Enrolled in a 4-year college or university	56%
Enrolled in a community college	27%
Enrolled in career/technical training program	0%
Found employment	5%
Joined the military or other public service	5%
Other	7%

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.

Peoria Christian School supports the Christian home and church by preparing students to lead Christ-like lives through a biblical approach to education.

PART III – SUMMARY

Peoria Christian School began in 1950 with sixteen elementary students and one teacher. In 1975, Peoria Christian School offered its first high school classes for ninth through eleventh grade with the first graduating class of eleven students in 1977. Total current enrollment for Peoria Christian School is 627 students, preschool through twelfth grades. The high school has 235 students with thirty full and part-time faculty and support staff. Students come from middle-income families in single-family households of professional and business people. The school draws students from Peoria proper, as well as several outlying communities. It is the only large non-denominational Christian school in central Illinois. The main campus houses preschool through fourth grade and high school students. It also has a satellite preschool campus and a middle school on separate properties. Peoria Christian High School faces the challenges of the local economy as a major job source in the community has moved its headquarters elsewhere. In addition, Peoria Christian High School has navigated through several crises with the student body, long-term illness and even death. This year the school will offer a significant college scholarship in the name of a student that was lost last year to mental illness. The Peoria area is also home to Bradley University and Illinois Central Community College.

The school had a significant transition in leadership in 2012 throughout the entire district. The top four administrative positions turned over due to retirement decisions. This change had the potential to produce great uncertainty and fear. However, the familiarity with the school and trust built through the years served to be a catalyst to open communication and continued forward movement.

“Supporting the Christian home by preparing students to lead Christ-like lives” through academics is the heartbeat of the school. Peoria Christian High School seeks “to produce academically skilled students that will impact the world for Christ” and become leaders in a field of study. Expected Student Outcomes include the understanding that students need to learn the process of critical thinking and own the learning process not just in academics, but also in character and in action. Becoming active and meaningful participants in the surrounding local community, state, nation and international regions happen when students grow and mature. Academic excellence is demonstrated from the elementary to high school through Terra Nova and ACT scores that are in the top 15th percentile.

The school is recognized by the Illinois State Board of Education and meets all of the mandated health and academic requirements. The school is accredited by the Association of Christian Schools International (ACSI), as well as North Central Association through AdvancED. Peoria Christian High School is also a member of the Illinois High School Association (IHSA) for athletics and activities. Student-athletes have advanced to state finals in boys golf, boys basketball, boys tennis, girls and boys track and field, boys soccer, and scholastic bowl.

Peoria Christian High School teaches all subjects through a biblical worldview, believing that all truth is God’s truth. The school has integrated the Illinois State Standards into the curriculum which serve as minimum requirements for students to attain. The faculty uses a variety of instructional methods to influence student progress in conjunction with student learning styles. Students have opportunities to learn independently and collaboratively in all courses. The academic program includes language arts, mathematics, science, social studies, Bible, physical education, computer science, foreign language, business, art, robotics, Advanced Placement and dual credit courses.

The school has a vibrant Key Club that initiates service locally and abroad. The past few years have included serving to raise funds to pay for half of a school building in Zambia, stock the pantry for the Women’s Pregnancy Center and Crittenton Nursery Center, as well as collect 2500 pairs of gently used shoes to go to the less fortunate. The Peoria Christian High School Key Club, which is student-led, is supported by other clubs in the school, such as National Honor Society and Student Council as well as the district elementary and middle school families.

The school has a student-operated store, housed on the school grounds, where families may purchase school wardrobe apparel and spirit wear. The store serves as a solid teaching ground for students who are interested

in marketing and business for the future.

In 2009, Peoria Christian Elementary School was a National Blue Ribbon recipient. The class of 2017 were third graders at that time. That honor has spurred Peoria Christian High School on to passionately and intentionally pursue excellence in and outside of the classroom.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum at Peoria Christian High School is designed to direct students to know and understand that all truth is God's truth. The school is committed to a variety of learning opportunities, strategies, and options for the students. The core curriculum contains as a minimum the state requirements for graduation in the state of Illinois.

The Language Arts Department is structured such that students are challenged to grow to appreciate literature and the arts and to recognize how they express and shape student beliefs and values. That structure begins as early as the summer before freshman year by asking students to complete summer reading. The summer reading for all students allows for an immediate common bond of discussion between teacher and student beginning day one. Freshmen begin the process of learning authentic and informative writing in the first semester. Both the skill of reading for comprehension and understanding, and writing for clarity and ownership are essential for success as students progress through high school. The Language Arts Department believes that the skill of speaking in front of people is an essential component as well. At the sophomore level all students are required to take a speech class. Sophomores study World Literature which gives the students an opportunity to read and study well-known classics along with short stories, non-fiction, and Shakespearean dramas. At the junior level, students have the option of taking a regular or Honors American Literature course. Within both courses is the opportunity to study common errors in syntax, vocabulary enrichment and effective written communication. As seniors, students take a British literature course that is designed to improve their communication skills by incorporating various writing modes and analysis, or Advanced Placement (AP) English Literature or dual credit English 110 and 111 through the local community college.

The mathematics core curriculum begins at the eighth grade level with two-thirds of the students taking an Algebra I course. Freshmen entering high school have the option to take one of three levels of math that put them on a college readiness trajectory. Students advance quickly through Algebra II and Accelerated Algebra II as sophomores preparing them for college level courses. As juniors, students have the option to take dual credit College Algebra or Honors Pre-Calculus, culminating to senior year with options of taking AP Calculus AB or Probability and Statistics. All math courses are college and career-directed in nature and truth-driven. Mathematics is one way that students are taught to ask questions, solve problems and make wise decisions in practical, real-life situations.

The science curriculum begins with Biology as a freshman entry course. Through the content, students learn to understand the intrinsic value of human life as created by God in His image. Chemistry, Honors Chemistry, Physics and Honors Physics give students the opportunity to embrace and understand the physical laws of the world that point to absolute truth. While the concepts of chemistry and physics are valued, building of logical and critical thinking in these courses are carried across curriculum content and understanding into all areas of their lives. AP Chemistry, Earth Science and Anatomy are offered to students that are interested in expanding their basic foundational understanding of science.

The Social Studies Department offers a wide variety of opportunities for students to learn and engage in the past. Through courses such as World History, 20th Century, United States History, AP United States History, Consumer Education, European History, Church History, Government and Economics, students gain an understanding and knowledge of people, cultures, events and movements that shape the world. Students learn an appreciation of languages and cultures of other peoples, rejecting discrimination, advocating for unity among ethnicity, and encouraging biblical hospitality towards all peoples. Students also have opportunity to take two semesters of dual credit Western Civilization.

At Peoria Christian High School, Bible courses are considered core courses as well. The scope and sequence of the Bible classes begins with students learning to recognize truth and fallacies of arguments. This apologetic skill is vital to the understanding that there are clear implications towards how students practice justice, ethical living and loving those in the community.

The core courses, coupled with electives such as Spanish, Mandarin Chinese, Computer Science Python Coding, and Art, lead to solid preparation for college or career entry. Students understand that day-to-day work is not isolated in nature. Teachers work collaboratively to ensure that students make connections across curricula.

Peoria Christian High School graduates are prepared to live, commune and contribute at the next level in college, career or military service.

2. Other Curriculum Areas:

The Fine Arts Department at Peoria Christian High School consists of Crescendos (Choir), Concert Band, Art 1-8 and Drama. Drama is a participation-driven activity. The Fine Arts Department as a whole is dedicated to helping students have a genuine appreciation for the arts along with teaching students to recognize how the arts express and shape personal beliefs and values.

The Art Department develops the student from the most basic level with an introduction to art history, portfolio preparations, discovering the color wheel, mixing colors, sketching techniques, collages, and painting in pastels and watercolors. After Art 1, students advance through theories of design, modular figures, oils, fashion design, studio art, and advertising.

The Drama Department envelops a variety of students that wish to express themselves on the theater stage as well as developing lighting, technical and back staging skills. Students have enjoyed the variety of genres as well as the occasion to participate as a major cast member or a part of the cast by being a background person. The drama department is also another avenue at Peoria Christian School where students from all levels can participate. In the past, students had opportunity to participate in a production of Oklahoma!, Beauty and the Beast, A Christmas Carol the New Musical and Little Mermaid.

The Physical Education (PE) Department is committed to teaching lifetime fitness. The PE curriculum maps demonstrate a concerted effort to lead students to develop a mindset and skills that promote principles of healthy, moral living. Because the PE teachers also teach fifth through eighth grade, they have great opportunity to have an impact on the students for six years. This is an incredible opportunity to impact a life of healthy living and Spirit-driven stewardship. The addition of a dedicated weight and fitness room in 2016 allows for the PE Department to expand the unit offerings.

The Foreign Language Department is a vital addition to the core curriculum. Peoria Christian High School is in compliance with the program's foreign language requirements. Students have the opportunity to take an equivalent of 10 semesters of Spanish I, II, III and IV, dual credit Spanish I and II though the local community college (Illinois Community College), as well as Advanced Placement Spanish Language. The school also offers Mandarin Chinese, a two-year hybrid instructional experience through online instruction accompanied by an in-class teacher.

The 2017-2018 school year introduced the first year for students to have direct access to technology in the classroom (Bring Your Own Device-BYOD). Students are expected to have an electronic device available for every course to progress in the SAMR usage of technology. BYOD has expanded opportunities for learning in the classroom. Currently, teachers and students are progressing through substitution by taking notes on the device in some classes like Biology and Bible, moving to augmentation in courses such as World History and Accounting and progressing to modification and redefining in Computer Science, Robotics and Computers.

The school recently added a computer science class to enhance learning experiences among the student body. In 2018-2019, the school will continue to expand offerings in technology through AP Principles of Computer Science.

The school has an on-site viable apparel store which marketing students planned and operated since its birth seven years ago. The Business Department has since developed a scope and sequence that supports that

school-wide endeavor. Per the students, the store started out as a small kiosk, a portable store, which sold strictly school spirit apparel. As the curriculum map developed and the store grew, the Marketing students were able to open a fully stocked store that mocks up designs, purchases clothing, works in conjunction with the business manager and Advancement Department and was in the black within a year of opening. The students are desiring to become the sole graphic designers as well. The marketing students have been tasked to create and submit a proposal of space and revenue costs to the school leadership by the end of the school year. The school store offers the means for actual on the job experience for students that wish to pursue a career in some type of business arena. No other school in the area offers such a dynamic, in-house experience for students. The Marketing class offers the hands-on experience, and Accounting gives opportunity to learn the legal and minute details of running the store.

3. Instructional Methods, Interventions, and Assessments:

Peoria Christian High School is continually committed to data analysis that leads to informing instructional practices. The school began intentional intervention through the Educational Planning and Assessment System (EPAS) provided by ACT over 15 years ago. The school administered the EPAS assessment beginning in the eighth grade to help determine proper course offerings and placement of students at the high school level. The EPAS assessment was given to all eighth through tenth grade students until it was no longer available through ACT. The EPAS data was disseminated and analyzed by school leadership and faculty. The faculty specifically targeted instruction to students that were on the cusp of meeting the readiness benchmark. This practice gave the opportunity to raise the level of achievement to these border students, reintroduce information, as well as give opportunity for top students to delve deeper into the content through peer tutoring and group collaboration.

When the EPAS assessment was no longer offered through ACT, the school moved to the ASPIRE assessment. The school is continuing to use the ASPIRE assessment to help predict ACT scores and determine areas where there are gaps in the curriculum. For example, this year the Science Department took the data from the ASPIRE assessment and is working in vertical teams to explore instructional time given to data interpretation, how it is being taught and what is expected of the students to demonstrate knowledge and understanding. Three years ago the Math and Science Departments collaborated by looking at in-house data to determine a better place for scientific notation to be taught for the students that were taking Chemistry. The two departments used curriculum maps to rearrange teaching scientific notation to create cross-curriculum ties and understanding by students.

Another revelation through data analysis was the Math Department discovering that generally students were not demonstrating that they were connecting content that was clearly being taught in class and content knowledge on the assessments. The department resolved to be intentional to speak the mathematical language and connect the two during normal instruction. Just a simple validation of connection made for the students helped them make the translation with high-stakes assessments such as the ACT.

The data analysis has shown that the instruction in the English Department has been top-notch throughout the decades of students going through the program. Over fifteen years of results have revealed that 90% of the students that take the ACT met the college and career benchmark. However, this has not deterred the department from partnering with the Social Studies and Bible Departments to enhance the reading skills of each student across disciplines.

Throughout the years the school has seen a steady progression of high performing scores. EPAS and ASPIRE assessment practices, along with the data analysis that has influenced intentional instructional enhancement, have served to help the students attain a composite ACT score of 25.8. The class of 2017 has the distinct honor of the highest composite ACT score in the history of the school.

Along with EPAS and ASPIRE assessments, the school offers sophomores and juniors the opportunity to take the PSAT. Because Peoria Christian High School students apply and attend many different colleges and universities locally, nationally and abroad, it is imperative that they be prepared for the SAT assessment as well. Taking the PSAT allows for that connection. Through the PSAT assessment, Peoria Christian has had many students receive the honor of Illinois State Scholar.

To help maintain high performing levels of academic achievement the school offers Advanced Placement (AP) courses for the students. Currently, the school offers five and will be adding two additional courses for the 2018-2019 school year. Through AP courses, students are encouraged to prepare well for high-stakes assessment. Students are given opportunities throughout the year to participate and practice developing skills that lead to understanding and demonstration of understanding through the assessment process.

The school also offers a Resource study hall to students that have diagnosed learning disabilities. The Resource study hall provides a less crowded setting, usually a maximum of six students, to get individual help with classroom work, individual tutoring, and intervention with assessments. The instructor serves as an advocate for the student with the teaching staff.

Through research and practice, the school found that targeting the students on the cusp of college and career readiness, facilitating Advanced Placement courses for those at the upper level academically, and providing academic support to those with learning disabilities are instrumental to all students' academic success.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Student relationships are the heartbeat of what happens at Peoria Christian High School. The school is committed to finding creative and innovative ways to engage students in the learning process. At the beginning of each school year, the senior class participates in a six-day retreat which is designed as a positive environment that seeks to support the social, emotional, and spiritual growth of the students. The time spent together is invaluable as students return to school prepared to finish strong for the last year of high school. The ninth through eleventh grade students participate in a one-day retreat on the second day of school that is packed full of initiatives which promote student buy-in.

The school's faculty and staff understand the importance of creating an atmosphere where students truly believe that the school is a place where students are safe and accepted. Students then in-turn begin to understand that the faculty and staff can be trusted in regard to academic growth, safety and acceptance as well. The instructional faculty has over 225 years of teaching experience at Peoria Christian High School. The commitment to equipping students with a biblical worldview who will impact the world for Christ is the heartbeat of the instructors. Support staff that includes a technology director, guidance counselor, media-library facilitator, and registrar are significant underpinnings for the instructional staff. Each looks to the other for insight to student attitudes and understandings.

The school has a group called "Parents Together as One (PTO)" that seek to support the school in many different areas. The PTO consists of committees that serve the students (Just 4 Kids Committee), the faculty and staff (Staff Appreciation Committee) and school as a whole (Decorating and School Spirit, I Can Help, and School Improvement Committees). These committees work alongside the school leadership to help provide an atmosphere of love; safety physically, emotionally and socially; and value. Faculty and staff are served a luncheon monthly, connected with an anonymous "encourager," equipped with resources that enhance and support the learning process as funds allow, and afforded time off when needed.

The school leadership endeavors to stay connected with faculty and staff by providing several avenues of giving input through short surveys, informational meetings, classroom observations and an open door policy. The school leadership strives to implement teacher input yearly as teachers give suggestions or insight from the classroom perspective.

2. Engaging Families and Community:

Peoria Christian High School is a vibrant and spirited community where students, parents, faculty and staff regularly engage with one another. The school's mission states that it "supports the Christian home and church," and it is a privilege and honor to partner with families in this capacity. On any given day the school can be found bustling with parents volunteering in the lunchroom punching milk cards, cleaning tables, tutoring a student, stocking concessions for athletics or covering books in the library. Assemblies and chapels are open to all community members as well.

The principal distributes an informative e-mail blast bimonthly sharing awards, accomplishments, as well as upcoming events and information. The guidance counselor sends out monthly blasts with scholarship information, national testing dates and reminders, as well as high school course registration information.

The school offers a one week 'Mini-Term' opportunity for students to experience vocational and personal interests through parent and community support. Week-long courses that cannot be taught during the traditional school year are offered during this Mini-Term that include such topics as auto mechanics, cosmetology, baking, animal shelter worker, mountain backpacking, and internships with local businesses. During an internship, the students have an opportunity to work twenty to thirty hours in a vocation of choice for exposure that is difficult to get during the regular school day. Throughout four years of high school, the one-week Mini-Term allows a student the opportunity to explore up to eight different vocational interests within the local community.

Weekly, college and university representatives are invited to the school to talk with students about the potential of the future. The guidance counselor meets with each student several times throughout the year to help give clarity and advice for future endeavors beyond high school. As each university or college representative comes to the school, the counselor informs the students of the opportunity to match them with interests expressed in the one-on-one meetings. The athletic director also works in conjunction with the guidance counselor and student-athletes as to athletic interests of the students beyond high school.

Intentional Facebook posts share events happening within Peoria Christian High School. The local media has publicized events with some regularity. The school has hosted the Chamber of Commerce Business Before Hours event and a luncheon for area realtors.

3. Professional Development:

Professional development is integral to teacher success and improvement throughout the years in order to provide optimal learning experiences for a variety of learning styles among the students. Meaningful professional development is deemed critical as time outside the classroom is precious and fundamental to teacher contentment. Peoria Christian High School students walk into the classrooms with many different learning styles and expectations that our teachers desire to be prepared to meet. The academic success of the students at Peoria Christian High School is due in part to the commitment to professional development of our teachers that have vast teaching experience and understand the ever-changing realm of student learning. The school aspires to provide collective professional development of the best practices so that students are practicing similar methodology and skills across curriculum.

Since Peoria Christian School is a preschool through twelfth grade school, it has the fortuity to offer professional development throughout the entire elementary, middle and secondary learning experience for our students. This freedom offers a strong scope of opportunity for the teachers and students to connect content, knowledge and information to the world around them. The intentional and whole school professional development yields great opportunity to consistently have students actively participating in the learning process through critical thinking, multifaceted discernment, collaboration, and ownership of one's work throughout grades, preschool through twelve. This is powerful when it comes to teacher development that leads to maximizing potential student achievement for the duration of high school.

Coupled with the annual professional development provided by the school, the teachers are encouraged and offered opportunities to participate in the Illinois and National Council of Teachers of Mathematics, Illinois and National Council of Teachers of English, American Council on the Teaching of Foreign Languages, Advanced Placement day and weeklong workshops, Illinois and Midwest Education and Technology Conferences and the like throughout the year as they see fit or deem vital to student academic achievement and growth. Teachers participate in professional development that illuminate the state standards and support academic achievement. As teachers go into the education community to learn, they come back and share best practices with others.

Administration and school leadership engage in a variety of webinars, workshops and conferences that aim to support teachers, staff, student achievement and school improvement as a whole. The Administration has attended the Danielson Framework for Teaching conferences for the past two years. The school leadership believes that a cohesive, research-based and common framework to teaching is essential to effective teaching skills and ultimately student academic growth.

4. School Leadership:

Peoria Christian High School is overseen by its Board of Directors, Superintendent, Principal, Assistant Principal, Spiritual Life Director and Athletic Director. The Guidance Counselor, Advancement Director and Business Manager play a significant role in supporting Peoria Christian High School, as well.

The Board of Directors participates in an annual retreat before the school year begins to train all new members in proper alignment to job descriptions of the Board. The Board, along with the Superintendent,

ensures that the strategic planning and policies are adhered to throughout the various activities of the school year. Monthly Board meetings are scheduled to discuss the strategic direction of the school.

The principal runs the day-to-day operations of the high school. The principal drives curriculum choices while working closely with the guidance counselor, assistant principal, athletic director, spiritual life director, faculty and support staff. School discipline is a major responsibility of the principal and assistant principal. The assistant principal, athletic director, spiritual life director and guidance counselor tag team with the principal to counsel for emotional and social issues among students and families.

The principal and athletic director work in conjunction with the business manager to ensure that monetary and material resources are spent and used to provide maximal benefits to teachers, staff and students.

The advancement director plays a vital role in seeking to understand the daily nuances of a Peoria Christian High School student in order to assist incoming students to find success academically, socially, emotionally and spiritually. The spiritual life director strives to lead, understand, and inspire students to personally respond to carrying out the Great Commission locally, regionally, state-side and around the world in a culturally sensitive manner.

The guidance counselor meets one-on-one with every student in the high school body to discuss college-career choices, struggles and successes in high school, and family dynamics. The guidance counselor is the cohesive glue between the principal, teacher and students pertaining to course scheduling.

The athletic director attends to the athletic activities and events of the school. The athletic director ensures that parents, teachers and athletes understand that all participants are student-athletes. Coach and parents meet at the start of fall, winter and spring seasons to discuss athletic code and proper conduct. In these meetings and throughout the season, coaches, parents and student-athletes are held accountable for excellence and making God known in the competitive arena of athletics.

School leadership desires and directs students to embrace and practice justice, mercy and peacemaking in family and society through instruction, participation and activities.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The one practice that has led to academic success at Peoria Christian High School is the purposeful development of relationships with all stakeholders of the school. Relationships that create a bond of trust are essential to the academic success of a school. From the strategic and planning leadership of the Board of Directors, to the expansive bridge of the superintendent to communicate the policies, mission and vision of the school, to the day-to-day operations of the principal, to the classroom and front-line dissemination of instruction through the teachers, to the willingness of the students to embrace the ownership of learning, trust is the critical factor.

Since its beginning, Peoria Christian School has been a Parent-run Association. Due to the commitment of the Association and Board of Directors, the school has remained focused on producing academically skilled students for decades. However, the focus is not just about producing academically skilled students. The scope is much broader. Relationship building is built into the fabric of what the school does day in and day out.

Every year, the school starts with a Welcome Back Bash for all preschool through twelve families. All family members may talk with teachers, get student schedules, and fellowship with one another. The entire school participates in a celebration and reunion through Homecoming events in the fall as well. Peoria Christian School intentionally plans events to develop and/or rekindle relationships through this event. In November, the middle school and high school students gather together and invite veterans to the school to honor them. The special chapel is a morning of tears, remembrance, and gratitude for the veterans, faculty and students. December brings about the opportunity to fellowship together as a whole school to celebrate Christmas. The Christmas chapel is planned so that elementary students sing for high school students, teachers perform a skit and a high school student reads the story of Christmas to the student body. Relationships are the backbone of the academic success at Peoria Christian High School. Another way the school helps promote relationships through generational interaction is by having high school students serve as teacher aides at the elementary and middle school classes.

The trust that is built through relationships is enhanced by excellent instructional practices, and faculty and staff that make significant sacrifices to ensure academic success. School families that are going through incredibly hard times witness firsthand the power of the supportive relationships that are built over the years.

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? \$6293
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2408

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 12%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: ACT
Publisher: ACT

Grade: 12
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Jun
SCHOOL SCORES	
Average Score	25
Number of students tested	57
Percent of total students tested	83.8
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: 2017

Test: ACT
Publisher: ACT

Grade: 12
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Jun
SCHOOL SCORES	
Average Score	26
Number of students tested	57
Percent of total students tested	83.8
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: