

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	23	14	37
K	49	39	88
1	41	69	110
2	44	38	82
3	51	48	99
4	45	35	80
5	43	43	86
6	38	50	88
7	38	39	77
8	39	34	73
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	411	409	820

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 16 % Asian
 - 8 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 63 % White
 - 8 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 4%

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, 2017 until the end of the 2017-2018 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	32
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2017	907
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas): Amharic, Cantonese, Chinese, Farsi, Malayam (India), Filipino, Spanish, Korean, Ukranian, Vietnamese

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

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

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>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>20</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 18

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	5
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	41
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	18
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 21:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	96%	95%	97%	95%
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 2018.

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.

Northshore Christian Academy partners with families to provide a superior Christian education developing spiritual, academic, and personal excellence in a Christ-centered environment.

PART III – SUMMARY

Northshore Christian Academy (NCA) is an early education through eighth-grade private school located in Everett, Washington, population 110,000 about 25 miles north of Seattle. NCA resides in the same neighborhood as the Everett Boeing plant and other manufacturing companies. Families travel to school from a 20-mile radius. NCA is a ministry of Northshore Christian Church. The church offers many support services and family events throughout the year.

With the nearby aerospace industry, the school STEM program is highly valued. Highlights include weekly K-8 engineering (Project Lead the Way) classes, coding instruction, and classroom technology tools. There are six robotics/engineering teams, hands-on science classes, and 2nd-8th grade advanced math opportunities. Afterschool STEM enrichment classes provide additional learning opportunities. Classroom technology tools are fundamental at NCA.

The school has experienced dramatic growth throughout the past 23 years. The school opened its doors in 1995 to 35 students in two manufacturing warehouses. Fifteen years later NCA reached an enrollment of about 820 students in K-8. Eventually, NCA built a 165,000 SF facility. School leaders remain laser-focused on K-8 education preparing well-equipped, successful students for all local high schools.

NCA has been accredited by the Association of Christian Schools International (ACSI) and AdvancEd since 2004. The school is a member of Washington State's CAPE affiliate with the Superintendent currently serving as President.

NCA has built the school programs and culture around their mission statement. "Northshore Christian Academy partners with families to provide a superior Christian education developing spiritual, academic, and personal excellence in a Christ-centered school environment."

As a faith and family school environment, the school is structured into small learning communities with four "families" or divisions with a principal leadership team, grade level teams and separate weekly student chapel and assembly meetings. Grade level teachers are organized in collaborative PLC teams called "Learner Centered Collaboration (LCC) teams". They are led by a peer who is part of the 'Core Leadership Team' that collaborates on annual SMART goals. Each grade has 4-5 classrooms. Class size averages 21 students.

Personal and spiritual excellence is reflected by a focus on faith-based and social-emotional programs including many traditions such as K-8 character training, monthly character awards, weekly chapel, multiple school service projects, monthly counselor guidance lessons, and restorative discipline practices. Every classroom teacher leads daily Bible study and prayer. Two pastors are appointed to provide care and prayer to students, teachers, and parents.

Academic excellence is guided by data-driven instruction along with a wide variety of instructional practice. Classes afford differentiated learning opportunities through technology; large and small group instruction; mentoring and accelerated advancement. A student support system provides extra assessment and tutoring. This program is designed to assist with academic, social, emotional or physical support programs through the counselors, nurse, speech therapist and academic tutors.

Along with STEM emphasis, fine art and foreign language instruction is paramount at NCA. Four foreign languages and six fine arts programs enrich our students along the way. Specialists teach technology, engineering, music, band, orchestra, fine arts, physical education, and foreign language classes.

The school has a robust performance program with a mindset of servant leadership training. This includes yearly 1st-8th grade public speaking training, two annual grade level concert performances, four drama classes, chapel stage presentations, eleven leadership classes or clubs, older/younger mentoring programs and 'math talks'. The music, drama and performance training include fifteen performance opportunities each year through chapel, concerts, musicals, drama classes, and classroom training. In 5th- 8th grade, NCA has

four bands, five choirs, and three orchestras.

Students and teachers lead service project each year. NCA teachers model by volunteering in regular summer short-term service projects. Past trips include service projects in China, the Dominican Republic, Costa Rica, and Mexico with the focus on teacher training.

NCA's partnering with families is key to our mission. The Parent Teacher Fellowship (PTF) group and each of their 15 volunteer parent programs partner toward student learning success. Weekly events maximize connections and service. Parents tap into "life support" groups and parenting education opportunities. There are five cultural school community groups sponsored by PTF.

Another high value is safety and security. NCA became "Safety Act Certified" by the US Department of Homeland Security for best practices. NCA has many safety measures in place including regular security inspections, ongoing strategic planning and emergency plans to care for 4,000 people.

In conclusion, NCA students enter 15 local high schools and those principals report high levels of success in academics, robotics, speech and debate, music, drama, academics, student leadership, and social/emotional maturity. In fact, graduate awards include five Valedictorians, four ASB Presidents, five Robotics team leaders, two debate state winners, six lead musical roles, two drum majors, and many other participants at other levels. NCA was awarded highest freshman average GPA and best prepared in academics, leadership, and character by a local private high school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

NCA's literacy program is guided by our ELA standards (CCSS), balanced assessment, best teaching practices, and our knowledge as Christian educators. Students are equipped to be confident with the thinking process, construct meaning through biblical truth, and are effective communicators who craft and deliver a message with confidence and clarity.

The first teaching in the classroom must be our best teaching, with necessary scaffolding support in place to help a student master prerequisite knowledge and new concepts. We use whole group, differentiated small groups, and 1:1 instruction. These instructional practices are chosen based on what is best-suited for need or situation. We also utilize technology-based, individual support for ELA skills for K-2nd grade.

Courses emphasize reading foundation development, building comprehension of complex text (both literature and information), expanding vocabulary, and developing higher-level thinking skills. In our primary grades, phonics and code-based instruction is explicit and systematic. Word-study instruction (spelling and vocabulary) continues through our intermediate grades, and our middle school continues with vocabulary instruction. For comprehension of literature and informational text, explicit instruction occurs on close reading strategies and analysis of texts, using evidence to back up claims and conclusions.

Writing instruction is also a key element. Students write about texts and cite sources. They also engage in appropriate research writing kindergarten through 8th grade. Narrative writing plays an important role, but there is an emphasis on writing to inform and to make an argument using evidence. Instruction on appropriate use of language, grammar, and vocabulary to communicate an accurate and meaningful message is also key to our program.

At NCA, our instruction is driven by balanced assessment data, both formative and summative. These include Development Reading Assessment (DRA2), phonemic awareness and phonics assessments, attitude/preference surveys, text-dependent questions, writing in response to a text, 1:1 conferring, and the NWEA MAP Growth.

1b. Mathematics:

NCA desires for all students to be challenged mathematically and empowers each student to do their personal best in mathematics by offering a variety of levels to suit each individual student's needs.

Our elementary math program, Math Expressions, is an inquiry based approach focused on student centered learning. The core structures to our elementary math program include a helping classroom community, the building of concept understanding and fact fluency. Students support, facilitate, and encourage each other with their mathematical thinking through student leaders, sharing their process for understanding a concept, and partnering together for quick review of math facts. Teachers build a growth mindset, challenging students to continue to push themselves until they understand the concept being taught.

In middle school math students are combining building blocks as they move from concrete mathematics to abstract mathematics. Students taking 6th or 7th grade math use Big Ideas Math and students taking pre-algebra, algebra, or above use Larsen Holt McDougal. A Math Lab elective is offered for middle school students. Students receive additional support for understanding and application of math concepts.

The Measure of Academic Progress (MAP) assessment is taken three times a year for mathematics by 1st-8th graders. Kindergarteners take MAP two times a year for math. Our advanced math program is available from second through eighth grade for students who are ready to work above grade level in math. Using a

data based approach, students are selected for advanced math. We have students working one to three years ahead, with some students working as high as Algebra 2.

1c. Science:

Science is taught in each classroom, K-5th grade, in addition to a weekly class in Project Lead the Way (PLTW). PLTW is a project based curriculum for engineering, constructed from the Next Generation Science Standards which includes science, math, art, and computer science. An important component of this curriculum is the team based learning. Students have an opportunity to work collaboratively, learn from their mistakes, and work through conflicts to achieve a better solution than if they did the project by themselves. These skills take time to develop and are even difficult for adults to navigate in the workplace, which is why NCA knows the value of students learning them early.

Science content offers informational text for students to learn literacy concepts such as main idea, supporting detail, citing evidence, and academic vocabulary. Each chapter incorporates labs to demonstrate the key concept of the text; yet science teachers also help students build science knowledge and understanding by pairing these labs with informational text to clarify any questions from a lab experience.

Middle school has a class daily dedicated to science. Students deepen their understanding of creation through the study of life science, physical science, and of the Earth and space. Students may choose to take an advanced Physics elective. Google Classroom has been incorporated into Middle School to support learning and student collaboration. Middle school students use data analysis tool, Spark View Probe, to measure barometer readings, temperature, evaporation, and decibel meter. Middle school PLTW electives are also offered.

Teachers assess students through formative and summative assessments. Formative assessments include hands on labs, analysis of data, teacher observations, research outcomes, and predictions. Summative assessments are given per unit of study.

1d. Social studies/history/civic learning and engagement

We are aligning our social studies program and curriculum to the Washington State Essential Academic Learning Requirements. These EALRs cover the areas of civics, economics, geography, history, and social studies skills. All people are created in the image of God, and are therefore valuable and connected as humans. Learning about various cultures helps us to learn about God's world, and why He came to the world.

The primary grades main area of focus is about self, family and community and how each of us is created with different gifts and talents and we are all needed in the community. In the intermediate grades, students begin to consider various cultures, places, and the environment. Our fourth grade students learn about the basics of Washington State's history, geography, and economy. Fifth grade students learn about US history, from early explorers to the Constitution. Sixth grade students learn about Ancient Civilizations. Our seventh grade students have the opportunity to complete the high school graduation requirement of Washington State History. They will also study geography and continue on with World Studies. Our eighth grade students extend their learning of US History and government. The study of the founding of our country, and its Christian heritage, is woven into all grades through intentional curricular units of study, through learning about our nation's holidays and the reasons and importance behind them, as well as through learning about our nation's leaders, past and present. All of this culminates in the opportunity for middle school students to attend a trip to Washington, D.C., Colonial Williamsburg, and historical places in New York.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

Preschool focuses on providing a nurturing, enriching program of social development, character quality training and practice, developmentally appropriate opportunities, academic readiness activities and Biblical training. We accomplish this through free play, sensory activities, calendar time, library time, music enrichment, hands-on science and social studies experimentation, early literacy skills, handwriting, and so much more! Our teachers meet together in learning communities monthly to analyze student learning and growth. Our ultimate goal is to give children a well-rounded experience that allows them to be successful as they move into the elementary grades of Northshore Christian Academy.

2. Other Curriculum Areas:

Northshore Christian Academy focuses on preparing students for life by teaching the whole child academically, physically, intellectually, socially, and spiritually. For a well-rounded education, students participate in a variety of educational opportunities to shine both inside and outside the classroom. This includes visual and performing arts, technology and media, physical education, foreign language, library, and our Northshore School of Arts and Enrichment (NSAE).

All students have the opportunity to participate in our music education program. Kindergarten through fourth-grade students participate in general music education classes. In fifth grade, all students choose between beginning choir, band, or orchestra. In sixth through eighth-grade students may choose choir, band, or orchestra from a number of electives. Ninety percent of 5th-8th grade students are involved in fine arts electives such as band, orchestra, choir, speech, drama, and art classes. Advanced areas such as jazz band, select choral ensembles, and chamber orchestra meet before school with 35% of students arriving early to participate. All students, kindergarten through eighth grade develop poise and confidence by performing at least twice a year in concerts, speech meets, or special class presentations.

Technology is a vital component at NCA. Kindergarten through fifth-grade students receive weekly instruction from our team of technology specialists learning to use software tools and coding. Fifth through eighth grades use 1:1 school-owned devices as a part of classroom instruction, ebooks, and activities. Every classroom has an interactive whiteboard to engage all learners. Online resources are sent to families so students can continue at home with adaptive and personalized technology meeting and exceeding grade level standards. In second through fourth grades students can request to be a part of the junior Robogator team that competes in the junior First Lego League (FLL), a worldwide competition. Our Robogator teams have been extremely successful, competing in WA State, FLL World's, and FLL Invitation to Legoland. Middle school students may apply to be a part of the Robogator teams or Engineering Club.

Kindergarten taps into tech tools for additional phonics and reading levels. Library is a weekly class for kindergarten through fifth grade with open hours for middle school. Library also functions as an integral part of the teaching and learning process for literacy.

Students learn Spanish starting in first grade and continue the weekly routine through fifth grade. Sixth-grade students take a semester of Spanish balanced with other electives. Students may continue to choose Spanish as an elective in seventh and eighth grade. Middle school students may select German or Mandarin as an elective.

Middle school offers beginning and advanced drama classes, an audition-only musical including junior versions of classics and other popular musicals such as "The Lion King." Speech and debate opportunities are evident in each grade with advanced opportunities in middle school. Art education incorporates K-5 master artist studies from "Meet the Masters" once a month. NSAE offers 40 after school classes each year in which students can participate. Some of these are French, Mandarin, Spanish, Robotics, Jr. Engineering, Culinary Academy, art, chess, and soccer. About 25 NSAE summer classes are also offered. These include archery, NASA Camp, S.T.E.A.M. science camp, drama, arts, music, soccer, chess, and many school readiness camps. Private music lessons are also offered through NSAE. Approximately 60 students meet once a week for private music lessons in piano, ukulele, voice, strings, guitar, saxophone and more.

Physical education is a vital instructional program at NCA. Students learn the importance of physical health and build team skills. Over 71% of our middle schoolers participate in an after-school athletic activity.

Sports offered in middle school are volleyball, basketball, soccer, track, and cross country. NSAE offers intramural soccer, basketball, and volleyball to grades K-5.

3. Special Populations:

What do we want students to know, understand, and do?
How will we know if students know it?
How will we engage all students in relevant learning?
How will we respond when students don't learn and when they do?

Teachers work in collaborative teams around these four questions. These questions guide us in our planning for all student learning, including for when students need additional time and support, or when they need enrichment to continue their learning growth.

Teams use data analysis protocols to set a SMART goal that addresses gaps found in instructional strategies and student performance. Teams use common formative assessment as learning check-in points during the goal process. Intervention and enrichment strategies flow from this student-learning collaboration.

Classroom-level intervention and enrichment example - Using MAP assessment and classroom based assessment, third through fifth grade classrooms implement book clubs (reading) that offer titles (texts) at various levels of readiness, and all still tie in with the genre and theme that was addressed in the whole group instructional text.

Team-level intervention and enrichment example – Our second grade team uses MAP reading data to divide students into four groups. The four teachers each design lessons for the targeted group they will teach twice weekly. The groups range below, at, and above grade level.

We have divisional and systemic level intervention and enrichment as well. One example is a reading and math buddy program. Fifth grade students build on their leadership skills by serving as reading or math buddies to first or second grade students identified as needing additional time and support. Leveled reading texts and math games are utilized for this extra practice, twice a week, thirty minutes before school starts. Our middle school support (intervention) classes include Reading Lab, Math Lab, Study Skills, and Tutoring-Based Study Hall. NCA also has a kindergarten ELL class that provides intentional early literacy and vocabulary instruction for seven identified students who are weak in their English development. We also utilize a technology-assisted vocabulary program for students at any grade level who have shown slower academic progress due to limited vocabulary development.

NCA's Thrive Program is our intentional approach for individual student success. The Thrive team (teacher, counselor, principal, student learning director) meets weekly to discuss and action plan for students of concern. They also partner with parents for student success and growth. Our Thrive Program offers explicit, systematic instruction through an on-site tutoring program. Trained tutors utilize multi-sensory strategies for language-based (reading, spelling, and writing) learning difficulties. Individual accommodation plans are provided for approximately thirty of our students. Accommodations for the learning environment, instructional input, and student work (output) are utilized. We have accommodation plans currently in place for students with dyslexia, dysgraphia, ADHD, anxiety, high functioning autism, sensory processing, and health related issues.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Northshore Christian Academy’s mission places a high value on a safe and caring school environment that produces ‘academic rigor with heart and help’. Results are seen in NCA’s community reputation, data about achievement and leadership levels, academic test scores, and bi-yearly student/parent school climate surveys, as well as public and private high school principals’ affirmation.

The culture of teamwork and the unique community of parent involvement creates a school climate where students can achieve their best. It begins with the enrollment process when families meet with the principal to discuss their child’s strengths, interests, learning style, and best learning environment. Family orientation, communication, and involvement opportunities are ongoing. Showcase events in every grade, weekly teacher communication, and active classroom volunteers keep the school-home connection to motivate student learning.

A faith-based program teaches that each child is unique and created for a special, important purpose in life. We teach that each student has influence and impact to lead in love, character, and ethics. We develop their talents in academics, the arts, restorative relationships, emotional intelligence and leadership skill training. Daily Bible class, weekly chapel and prayer, character quality study and recognition, restorative practices, service projects, counselor guidance lessons, and holiday celebrations provide ways to develop these skills.

At a young age, our students are taught to take responsibility for their own learning through a systematic program that includes goal setting, “three times a year” MAP score analysis and formal reflections on study/classroom habits. Students engage in differentiated learning through our tech tools, classroom learning centers, after-school enrichment classes, and student support services including digital citizenship training. Creative avenues to showcase learning are shown in our music, art, drama, engineering, stage performance, technology, public speaking and servant leadership opportunities.

Two counselors lead the SEL program with monthly classroom lessons, school-wide monthly themes, and assemblies. Counselors initiate a student school cultural survey twice a year. Restorative practices build social skills. Safety and security measures keep the campus safe and orderly promoting optimal student learning.

Teachers feel valued and supported through our culture of teamwork and collaboration. The small school community structure has a leadership team that structures grade level group work in teams. Bi-weekly devotions, bi-monthly LCC meetings, social events (hosted by the principal), and assigned prayer partners cultivate a caring culture. PTF provides monthly teacher luncheons, an appreciation week, Christmas bonus gifts, fundraised proceeds for classroom needs and an assigned room parent for added support.

2. Engaging Families and Community:

Student success and school improvement are capitalized by family partnerships reflecting high expectations interwoven with “being known” relationships. NCA experiences vibrant parent engagement and contributions through cultural understanding and communication. Fellowship groups, weekly communication avenues, volunteer opportunities, parent feedback surveys, and parent appreciation events are provided to accomplish this goal.

Parents are actively serving in a multitude of areas. Parent Teacher Fellowship (PTF) board has seventeen active officers who meet monthly with the principals. They also oversee dynamic parent-led programs with seventy-five room parent leaders, multiple classroom volunteers, and four hundred active “Watch Dog” dad/grandfather volunteers with two dads on site every day. Other programs include Grandparent Popcorn Friday, “Moms in Prayer” group, “Friends of the Library” group, Auction Team and “Cultural Connections Groups”. PTF promotes avenues for caring, fellowship, fundraising, and school mission advancement. School parents participate on the school board, safety committee, and health room programs. Parent

surveys are sent out twice a year.

NCA recognizes the rich family cultural groups (40% of families) and has developed several cultural connection groups including Korean, Spanish-speaking, Filipino, Russian and Ukrainian. A representative of each group sits on the PTF board. The cultural groups meet regularly to connect, celebrate and build strong relationships with school leaders while helping families to assimilate to school culture.

Connecting with our extended community takes various forms. Twelve of our performances are live streamed and watched by extended families around the world. Two recent Christmas concerts had 350 views from many locations including China, Korea, Finland, Mexico, Chile, Taiwan, Indonesia, and Columbia.

Appreciation events engage the community through Mother's Day, Celebrating Dad night, Grandparent invitations and friendship week. Special chapel presentations such as Veterans Day, Martin Luther King Jr. Day, Presidents Day, Christmas and Easter invite our community into the school.

Consistent, regular communication with parents is demonstrated through various avenues: Weekly superintendent email, K-6 weekly classroom newsletter, monthly principal newsletter, health room newsletter, and counselor's monthly memo. Student achievement is conveyed through quarterly progress reports and report cards, parent access to grade books, Google classroom, MAP assessment reports, and conferences.

The school has an active relationship with high school leadership to share feedback and coordination. Boeing and other tech corporations have extended various partnerships throughout the years. This includes allowing and funding engineers to volunteer or teach at NCA in our robotics program. Partnerships with teacher education departments are demonstrated through PEAB appointments at WSU and Northwest University by two of our principals.

3. Professional Development:

Teacher learning impacts student learning. Our overall approach to professional development mirrors our four questions about student learning.

What do teachers and administrators need to know, understand, and do?

Topics for professional development during a school year correspond with specific school goals. Our curriculum adoption cycle is a big influencer here, and includes a three-year process. The first year of the cycle includes professional development on the standards for the curriculum area of the upcoming adoption. The second year is the curriculum search process, and the third year is implementation. With implementation comes the need for professional development again, so the new curriculum materials and corresponding instruction are delivered with fidelity and as intended.

How will we know if teachers and administrators know it and can do it?

This question speaks to our teacher evaluation and goal-setting cycle for professional growth. Together, principals and teachers identify areas of strength and areas for growth. During an implementation year, the focus of teacher observation is that new curriculum implementation.

How will we engage all staff in relevant professional learning?

Ongoing and embedded professional learning happens through our Learner-Centered Collaboration (LCC) teams. Our LCCs use protocols to inquire, collaborate, and act on their learning to improve student learning. They are guided by our Core Leadership Team whose main focus is building teacher leadership capacity. We also utilize planned in-service days for professional learning around a current initiative for student learning or school improvement. We have a Peer Observation Protocol for those who desire to learn from colleagues. Our new teachers are supported in their growth with additional in-service days before the

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school year starts. Their support is on-going with monthly new teacher “Just In Time” trainings, planned around timely topics for which a new teacher would need extra guidance and support. Every new teacher is also paired with an experienced NCA mentor teacher during their first year.

To help insure effective professional learning, teachers are given the opportunity to provide evaluation of professional development time. Feedback is asked for about the delivery of the PD, what the educators learned as a result, and the anticipated impact of student learning.

How will we respond when staff don't learn and when they do?

For this piece of professional learning, we encourage the process of coaching. We also utilize teacher-leadership opportunities, such as the Core Leadership Team and mentoring opportunities.

4. School Leadership:

NCA school leadership model provides a framework for developing the school's strategic plan, governance policies and leadership guidance. This includes a system of checks and balances between the school board, finance committee and facilities committee, with all three committees reporting to the elder board. In addition to this board framework, the school-church executive committee provides a structure for unity and collaboration. This has resulted in a strong and unified relationship.

With rapid growth since inception, leadership has further developed the organizational framework for maximum effectiveness in promoting vision, mission, core values, student learning outcomes, campus expansion, program development, and refining policies and procedures. The structure of small school communities is reflected in the leadership team that meets weekly.

In addition to the K-8 growth, four other programs were added in the past ten years: Early Learning Center, Summer Day Camp, Northshore School of Arts and Enrichment (NSAE) and the Thrive Program, which provide NCA students support in social, emotional, spiritual and academic areas through academic enrichment, nursing, tutoring, counseling and speech therapy.

The school structure was divided into four community divisions: Early Learning Center (ELC), K-2nd grade, 3rd–5th grade, and 6th–8th grade divisions with the goal of creating a small school community amidst rapid growth. Each division has a leadership team which includes a principal, assistant, and grade level teacher leaders (LCC leaders), counselor, nurse, and student learning director.

The Administration Leadership Team is comprised of eight leaders. All leadership positions set annual goals based on the vision, mission and strategic plan. The team reviews and responds to the surveys from our stakeholders of students, parents, alumni, and staff.

The school board's role includes making financial recommendations, financial aid recommendations, developing NCA policies, and approving the fundraising plan. Their decisions are based on recommendations from reviews of parent, student, and staff surveys annually and alumni surveys bi-annually.

A strategic/long-range plan is developed every five years. Portions of this plan are reviewed three times a year and used as a guide. The strategic planning process includes surveying all faculty and parents.

Sound business practices are imperative to the stability and ongoing testimony of the school. NCA has established a strong relationship of financial trust between the school's leadership and the school's community. We adhere to the Generally Accepted Accounting Principles (GAAP) as internal controls and complete an annual independent financial audit.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The “one” practice that is instrumental at NCA is “academic rigor with heart and help” within a relational community. The 2017 ACSI accrediting team affirms this based on their interviews, observations, and analysis of data on what makes NCA so successful. They report:

“NCA values a highly collaborative environment in which every effort is made to create unity within the school leadership and student body. Board members, pastoral staff, administrators, parents, and school staff all acknowledge the positive working relationship. The benefits of both church and school on one campus is highly esteemed. The school functions as a true Professional Learning Community (PLC) as teachers collaborate in Learner Centered Collaborative (LCC) teams between grade levels as well as in committee teams that span across the grade levels. The administrative team leads by example with regular collaboration among themselves and availability to support LCC teams.

NCA administrative team and staff consistently model and demonstrate respect, compassion, care and love for one another and for their students. A mutual respect is modeled in teacher to teacher, administrator to teacher, teacher to student, staff to parent and student to student interactions. Administration and staff continually show care and love for one another as they lift each other up in prayer and support one another daily. An example during arrival duty, the teachers address students and parents by name while opening car doors and trunks to help students with backpacks and instruments. While students walk through the halls, teachers and administrators are visible and engaged in meaningful conversations. Teachers navigate the halls with students and use every opportunity as a teaching moment, encouraging them to hold the doors for others and to be mindful of respecting those around them. Throughout the day, staff gently correct students who need to be redirected and affirm students who are making good choices.”

As a result of the environment, the ACSI team reported that overall the instructional program at NCA is exceptional. The school purposefully assesses and analyzes data in order to address student outcomes and create instructional goals. Every aspect of the classrooms, enrichment and Thrive programs, as well as the STEM and fine arts programs, are well developed and implemented to bring about a complete learning environment. Students are challenged to be excellent in every field of study. The purposeful focus on high academic standards produces exemplary assessment results. Academic rigor with heart and help is achieved.

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 No

3. What is the educational cost per student? \$8652
(School budget divided by enrollment)

4. What is the average financial aid per student? \$537

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 6%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 33%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2010

Test: MAP
Publisher: NWEA

Grade: 3
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	211
Number of students tested	93
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	214
Number of students tested	14
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: 2010

Test: MAP
Publisher: NWEA

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	223
Number of students tested	102
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	230
Number of students tested	24
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: 2010

Test: MAP
Publisher: NWEA

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	230
Number of students tested	106
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	237
Number of students tested	19
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: 2010

Test: MAP
Publisher: NWEA

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	238
Number of students tested	90
Percent of total students tested	96
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	244
Number of students tested	17
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: 2010

Test: MAP
Publisher: NWEA

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	244
Number of students tested	76
Percent of total students tested	95
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: 2010

Test: MAP
Publisher: NWEA

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	248
Number of students tested	78
Percent of total students tested	95
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	252
Number of students tested	20
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: 2010

Test: MAP
Publisher: NWEA

Grade: 3
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	206
Number of students tested	91
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	211
Number of students tested	13
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: 2010

Test: MAP
Publisher: NWEA

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	213
Number of students tested	102
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	217
Number of students tested	24
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: 2010

Test: MAP
Publisher: NWEA

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	218
Number of students tested	104
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	224
Number of students tested	19
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: 2010

Test: MAP
Publisher: NWEA

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	223
Number of students tested	92
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	228
Number of students tested	17
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: 2010

Test: MAP
Publisher: NWEA

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	227
Number of students tested	75
Percent of total students tested	94
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: 2010

Test: MAP
Publisher: NWEA

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	May
SCHOOL SCORES	
Average Score	231
Number of students tested	80
Percent of total students tested	98
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	233
Number of students tested	20
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: