U.S. Department of Education November 2002

2002-2003 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal Mrs. Nancy A. Goodman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Christian Heritage Academy
(As it should appear in the official records)

School Mailing Address 315 Waukegan Road
(If address is P.O. Box, also include street address)

Northfield IL 60093-2719
City State Zip Code+4 (9 digits total)

Tel. (847) 446-5252 Fax (847) 446-5267

Website/URL www.christian-heritage-academy.org Email info@christian-heritage-academy.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date
(Principal's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. ( )

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

N/A Date
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Jeff Smith
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date
(School Board President's/Chairperson's Signature)

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   _____ Elementary schools
   _____ Middle schools
   _____ Junior high schools
   _____ High schools

   _____ TOTAL

2. District Per Pupil Expenditure: _____

   Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [x] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 11 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	21	10	**31**		**7**	33	23	**56**
1	22	15	**37**		**8**	18	18	**36**
2	11	22	**33**		**9**			
3	22	18	**40**		**10**			
4	19	27	**46**		**11**			
5	22	25	**47**		**12**			
6	21	22	**43**		Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					**432**

6. Racial/ethnic composition of the students in the school:

82.9 % White
1.4 % Black or African American
0.9 % Hispanic or Latino
14.8 % Asian/Pacific Islander
0.0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 4.58 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	12
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	437
(5)	Subtotal in row (3) divided by total in row (4)	0.045
(6)	Amount in row (5) multiplied by 100	4.58

8. Limited English Proficient students in the school: 4.54 %
20 Total Number Limited English Proficient

Number of languages represented: 7
Specify languages: Assyrian, Chinese, Indonesian, Korean, Romanian, Spanish, Swahili

9. Students eligible for free/reduced-priced meals: N/A %

N/A Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8%
35 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	6 Specific Learning Disability
____Hearing Impairment	____Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
10 Multiple Disabilities	____Visual Impairment Including Blindness
5 Entering Program	14 In process of testing to determine whether these are developmental issues (1-2nd graders)

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	2	1
Classroom teachers	21	1
Special resource teachers/specialists	6	7
Paraprofessionals	1	7
Support staff	6	8
Total number	**36**	**24**

12. Student-"classroom teacher" ratio: **20-1**
(This does not include any of the specials teachers or instructional aides)

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.2%	96.25%	*	*	*
Daily teacher attendance	96%	96%	*	*	*
Teacher turnover rate	20%	20%	8.7%	14.3%	10%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

CHA averages only one teacher absence per day, including full-time, part-time, and "specials" teachers. *We began electronically tracking our student and teacher attendance two years ago, so we do not have ready access to actual attendance numbers for teachers and students before 2000-2001. If needed, we will research past files to supply additional information.

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Christian Heritage Academy of Northfield, Illinois, is home to creative thought and its purposeful expression. This month, some third grade students formed a secret plot to raise money to assist the eighth grade trip to Washington, D.C. They convinced the staff to let them operate a popcorn sale. They purchased and prepared microwave popcorn and offered it at lunch, choosing classmates to keep track of the math. Their enterprise netted over $70, and intrigued everyone who heard about it, including fourth and fifth graders who began to consider schemes like hair-braiding services and bake sales. The constant theme: devising ways to help another grade in need.

In the eighth grade Bible classes, the teacher presented the surprising news that the younger students had created a fundraiser to support them. They brainstormed: how would they best welcome and thank the third graders when the gift was presented? One class settled on involving the third graders in a mystery story that everyone would solve as partners. The other homeroom decided to take the third graders outside for games and a scavenger hunt.

Our mission is to offer "an exemplary education, based on biblical values, to students of Christian families, equipping them to be lifetime followers of Jesus Christ." Instruction in the Bible is central to our mission. Working out biblical knowledge in wise relationships is central to learning the Bible. At CHA, a lesson often revolves around finding another group and serving them. It's not unusual to see an eighth grader mentoring a pre-k through third grade student in reading, writing, or a project-based assignment.

Our mission implies passion for both spiritual and intellectual growth. The school was founded in 1984 in the midst of academically excellent public school districts. The founding families took a giant step of faith, presuming to create a new school that could compete. The desire was not to shelter Christian children, but to challenge them at the highest level. The vision was a generation of graduates who would enter the secular high schools with rigor in their scholastic preparation and integrity in their characters.

The academic training has indeed been rigorous. Test scores are high. Graduates going to nationally ranked public high schools are well placed. A local freshman honors English teacher was recently asked to rate our graduates. "Your school is doing a wonderful job of preparing students for honors coursework at the high school. And trust me, I can't say that to many schools."

In the sixth grade, a man-sized map of India stretches across the wall. It is sectioned into states, and dotted with pins symbolizing villages, armies, and agricultural units. The sixth graders have just finished a simulation game in which they occupied Indian territory, traded rice, timber, spice and carpets, and worked through actual historical crises from the ages of the Gupta and Maurya Empires. The game was invented by a former teacher, now an administrator, and adapted by the current sixth grade teacher. The teacher not only wraps up the unit with an intensive test, but a heart-to-heart classroom discussion, asking probing questions about the simulation. How did we treat each other in the disagreements over resources? What was motivating the rush to militarize? What have we learned about ourselves?

PART IV – INDICATORS OF ACADEMIC SUCCESS

Private Schools

1. Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. If at least 90 percent of the students take the SAT or ACT, high schools should include the data. If fewer than 90 percent of the students in the appropriate classes take the SAT or ACT, *do not report the data.* Limit the narrative to one page.

    a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant (generally 10 percent or more of the student body of the school). Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
    b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
    c. Attach all test data to the end of this application and continue to number the pages consecutively.

Part IV: #1. CHA's Assessment Results in Reading and Mathematics

Our students have recorded excellent results with the Terra Nova test from CTBS. Our most recent test-takers were the seventh and eighth graders, who maintained our school's consistently high standards.

In December 2002, these classes took tests in Reading, Language Arts, Math, Science, Social Studies and Spelling. In each category, their performance, on average, greatly exceeded the performance of other students their age around the country. We can see this trend if we focus on the eighth grade, the highest year at Christian Heritage Academy, although it also remains true in the lower grades.

One of the first scores on the summary provided to us describes "Grade Mean Equivalent." This attempts to answer the question, "At what grade level would the students probably be able to perform?" In each subject area, our eighth graders look something like twelfth graders, except in the category of Spelling, where they might be around the tenth grade.

As a rule, however, we have found the "Grade Mean Equivalent" to be a little too general for our purposes. We want more information, more specificity. The report provides another data point for the whole class – a percentile placement of their averaged scores. This line item, "NP of the Mean NCE," also speaks well of our classes. In Reading, for example, our eighth graders' mean score was 89. This means that their average score was better than 89% of test-takers their age around the nation. All other percentiles tell the same story, except for Spelling. Here, our eighth graders did better than 74% of the nation.

For an even more complete picture, CTBS has broken down our population into five levels. To define the differences between the levels, they give the profile of students at certain marker points within the group. The first of these is the "90th Local Percentile," meaning the unnamed student whose score puts him above exactly 90% of the rest of our eighth grade. This student is then given a "Grade Equivalent" and a "National Percentile," all of which are very strong.

A second level is the student at our three-quarters mark, the "75th Local Percentile" whose score puts him above 75% of our eighth grade. This student may not be in our top ten percent, but still is in the top ten percent of the country, since his National Percentiles are almost all in the mid-nineties.

The breakdowns continue to the fifth level, a student at our "10th Local Percentile." Even students in our lowest achieving group, rates near or better than the average student across the country.

A further statistic gives this data some contours. Exactly how many high achievers are there in the eighth grade? The "National Quarters" section places our thirty-six eighth graders into four quarters of the nation's eighth graders. For Reading and Language, twenty-six of our students are in the nation's top quarter. For Mathematics, we can claim twenty-four.

All of these indicators speak well of our program, and an analysis of this year's seventh grade results is even more promising.

For Public and Private Schools

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Part IV: #2 How CHA uses assessment data to understand and improve student and school performance

Christian Heritage Academy presents the CTBS Terra Nova to second through sixth graders in April, and to the seventh and eighth graders in December. We give third graders, fifth graders and junior high students the additional test of cognitive skills.

The results first arrive in the offices of the administration, providing an overview of all the classes and a picture of special cases at the individual level. Several staff members ask key questions that keep our program accountable: the Principal; the Assistant Principal, who has curriculum responsibilities; and specialized staff who have responsibility for special learning needs.

First: *do the results suggest that our classes are on target?* We consistently test strongly. Is there a subject area or a grade level that needs attention? Spelling has provided a recent challenge. At most grades, our average student performance in this area is closer to the national average (and thus below our usual level of achievement.) This information directly fuels our discussion of Language Arts. While we do not require that teachers or textbooks "teach to tests," we do consider standardized tests to be one important source of data, alongside the philosophy of Spelling programs, grammar, reading and writing curricula, the concerns of parents, and the observations of teachers. Overall, we have been very satisfied with student achievement.

Second: *do any individual results stand out?* All students' scores are kept in their individual files so that we can quickly discern patterns by comparing this year's results with previous years'. Does one student's poor testing reflect a learning need that has already been identified, or does it signal the beginning of a process for our team? Does another student's high scores match classroom observations, and has that student been given every opportunity for challenge?

Individual student test results are sent to parents and copies are kept on file in the school office, accessible to teachers. Teachers and administrators are available for consultation with parents. For example, prior to a parent conference, a teacher might check the recent CTBS scores and compare them with the student's grades and classroom behavior. This will help to fill in the picture of the student's abilities, making the conference more focused on constructive strategies.

Standardized testing does not drive our school. It takes its place alongside many other important considerations, so that teachers do not feel threatened by the results. The appropriate staff members of the community are free to use test results as tools to better understand the children's needs.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Part IV: #3 How CHA communicates student performance

Parents receive the original report on their children's CTBS with a letter from our administration, putting scores in the context that our community has found to be appropriate. The letter also gives general instructions for reading the report. More specific instructions from CTBS are included.

Eighth graders' scores are usually required by the schools they plan to attend in ninth grade, and the junior high program assistant sends not only these but also report cards and necessary recommendations for each of the nearly twenty districts we serve.

Students discover their own results at the discretion of their parents. This is consistent with our philosophy that the ultimate responsibility for education rests with the parents; we are their professional associates. Some families will use the CTBS scores as the starting point of discussions with their children about the gifts God has given, and how we are responsible to use our talents to glorify Him.

Our school is regularly open to community members for open houses and scheduled visits. Visitors are offered data showing our recent scores by grade, and comparison with national norms. It is important for our families and prospective families to know that we succeed at our mission of offering an "exemplary education" by this, as well as other standards of measurement.

4. Describe in one-half page how the school will share its successes with other schools.

Part IV: #4 How CHA will share its success with other schools

While we have been very successful in our standardized testing over the years, we tend to measure our overall success in other ways. We usually communicate our successes by focusing on creative, insightful pieces of student work, or projects that have excited students and prompted feedback from satisfied parents. We share in many ways. We give CTBS scores to area high schools to help them place our graduates. We attend and host monthly Principals' Luncheons where administrators from area schools (public and private) share concerns and best practices.

Visitors come constantly through our doors. We train student teachers. We welcome observers. For example, nearby Trinity International University sends undergraduate teams on a regular basis. National-Louis graduate students come to watch classes in progress. Christian schools send teachers for days of observation.

We participate in conferences, especially the regional ACSI convention, and encourage our teachers to lead sessions. Last time, our teachers presented seminars on inquiry science, social studies simulations and technology use in Bible teaching.

Our administrators and teachers serve on accreditation teams for other ACSI schools, giving them the benefit of our experience and us the benefit of theirs. We consistently embrace opportunities to share insight with colleagues outside our walls.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Part V: #1. The Curriculum at CHA

The curriculum of Christian Heritage Academy begins with its mission statement. Curriculum is to be exemplary: excellent, challenging, and thorough. It is to be based on biblical values. These give us foundational truths, and intellectual dispositions with which to seek, analyze and synthesize more truth. Our curriculum equips followers, or disciples, of Jesus. It impacts the long-term character of the followers, and is applied to their lives.

This mission statement is truly at the heart of the school. We begin each of the school's subject areas with a statement of philosophy that grows organically from the mission. Each quotation below is from a philosophy statement from which partnerships of educators and parents have drawn specific goals and objectives, and chosen texts and materials. The resulting curriculum guides inform the daily decisions of each teaching team.

Language Arts includes reading, writing, literature, spelling, and grammar. "The student learns to know his own mind and becomes more fully himself. He strives to live less superficially, expressing his thoughts more meaningfully and confidently, as he probes great matters of doubt and faith. As the student learns to apply his maturing knowledge of language arts to his own life experience, he becomes an eloquent avenue of God's grace to others."

Mathematics is "a study of patterns and relationships and their logical manipulations. It is a way of thinking that provides strategies for organizing, analyzing, and synthesizing data, and a language… that can be used … in everyday, real life problem-solving situations… [It] gives us insight into the Creator and His purposeful design ... It reveals to us aspects of the character of God such as orderliness and creativity and shows design, symmetry, complexity, harmony, and precision in His creation."

The **Art** program revolves around "the creative nature of God and His authorship of all that is beautiful." Students "acknowledge themselves as God's handiwork, created for good (including artistic) works in Christ, and to appreciate His creation through artistic expression."

The **Bible** curriculum begins with the Bible's statements about itself. It is "*…God breathed, and is useful for teaching, rebuking, correcting, and training in righteousness, so that the man of God may be thoroughly equipped for every good work."* We thus respect "all students as actually or potentially a 'man' or 'woman of God.' " We "teach the content and background of the Bible. We will rebuke, in love, offering discipleship to the students… [we] will correct, building and refining students' doctrine and ability to defend and apply this doctrine... Our students will also be trained and equipped in the habits which prosper the application of the Word to daily life."

The **Music** curriculum presumes that "the more knowledge students have of music, the more they can make music to Him with excellence and, thereby, experience personal enjoyment." *"Praise the Lord with the harp... Sing to him a new song."*

CHA's **Physical Education** philosophy similarly points to our mission: "through its activities and experiences… enhancing self-direction, self-esteem, cooperative behavior, and developing the whole person for the glory of God."

Science curriculum first affirms, "*Christ is the Creator, Designer, and Sustainer of our world* (Colossians 1: 15-17.)" His principles undergird "choices we make regarding our world... As the loving Creator, He has made us and given us dominion over the world we live in (Psalm 8: 3-9). With this entrusted to us, we bear the responsibility to care for the earth and use the resources wisely." We have specified "a hands-on, process-based, inquiry program... These skills will be a life-long benefit to them."

Social Studies explore relationships. We equip "believers in the world. Our attention to relationships, along the dimensions of history, political development, geography, economics, and sociology will enable us… to please God and know Him better."

Spanish begins conversationally in third grades, and becomes a key academic subject in seventh and eight grades. Here again, the curriculum flows from the mission. "Students are reminded that God's love and plan for salvation extends to all cultures and languages. As young Christians, they are challenged to develop hearts, which desire '*…that all peoples of the earth may know your name and fear you.*' (I Kings 8:43)"

2. (**Elementary Schools**) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Part V: #2 CHA's Reading Curriculum

Our school's reading curriculum balances two powerful principles. On one hand, we serve a God who describes himself as the "Word." The "Heritage" of our Academy demands that every graduate have an ability to read His Word with expertise and subtlety. At the same time, our understanding of our Creator includes the recognition that each human creation is individual: "*You created my inmost being; you knit me together in my mother's womb… I am fearfully and wonderfully made*" (Psalm 139.) Consequently, we have a demanding reading program, but one which honors the developmental needs of each individual.

In the earliest grades, we offer a blend of opportunities for early success. There are group activities in which the teacher writes student narratives on a large board for all to read. There are regular lessons in phonics for the group, with extensions for the individual. Children have daily opportunities to journal. The teacher reads through the journals, and encourages students to choose a page for publishing, enhancing the children's appreciation of reading as an immediately meaningful function of their own lives. There is also a guided reading focus: leveled literature is regularly given to small groups and individuals.

Reading is, of course, integral to all the grades. Our curriculum guide follows the student's progress through the school. "He learns to read inferentially and to critically analyze a wide variety of quality professional writing: the memoir, the short story, the poem, the essay, and the novel. The student of language arts confronts both modern and classical issues, and learns to form an intelligent response via either the written page or the spoken word.

"The study of literature within the context of a Christian curriculum provides a realistic window into the heart of man. It sheds light on man's pursuit of greatness and on his miserable failures, on his purest vision and his most selfish exploits, on his nobility and his disgrace. The student learns to examine a wide range of human thought and experience under the magnifying lens of biblical truth."

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Part V: #3 One other area of curriculum at CHA

Social Studies is a study of relationships: between different societies separated by time or space (history), between people within a society (politics and sociology), and between people and the land and its resources (economics and geography). Through these studies, CHA students also explore the relationship between people and God. In Deuteronomy, God gives us a model of a teacher of Social Studies. Moses teaches his people about history, geography and the coming economic and political life of their society so as to prepare them to draw closer to God and please Him.

God also presents His desire to establish a community of mature believers. "*Speaking the truth in love, we will in all things grow up into him who is the Head, that is, Christ. From him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work."* (Ephesians 4) Members of such a community are secure in the truth and support each other. Such a community demands mature decision-making and individuals who are equipped to think critically. We present information and also train students in the making of decisions and the building of community.

Our primary grades place the students' community in a context. Kindergarteners focus on their place in the world and the nature of their country. First grade focuses on three main themes: the role of individuals in communities, occupations and cultures. They highlight relationships, always pointing back to the relationship between people and God. Second and third graders see these themes in depth, and how they are applied outside the children's immediate world. The second grade's thematic units, such as studies of Native Americans and the Arctic, provide a detailed study of communities. Third graders begin the study of government's impact on a community, and trace development of the specific community of Chicago.

Third graders embark on several journeys that last the rest of their careers at the school. They work on map skills. They also engage in a complex economic simulation, creating national communities and learning about supply, demand, goods and services. Simulations are used in most classes thereafter to enhance the learning of content, as well as to train students in the life skills of social studies.

Fourth through eighth grade social studies follow a typical scope and sequence: states and regions of America (4^{th}), the history and geography of North and South America (5^{th}), the Ancient World (6^{th}), Eurasia from the Middle Ages (7^{th}) and American History (8^{th}). At each level, interdisciplinary projects and classroom experiences involving decision-making and problem-solving are featured methods in the social studies program.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Part V #4: Different Instructional Methods used at CHA

Each year, our fifth graders become hosts and historians for volunteer seniors from our community. The students invite them to the school and interview them about their lives. They engage in the work of primary historical research, taking down oral histories. Teams synthesize the information from interviews, and word process the results to create a book of moving personal narratives.

For Christian Heritage Academy, "exemplary education based on biblical values" means finding the best practice. Proverbs 15:12 reminds us not to assume we know best; "*a wise man listens to advice."* Paul tells the Philippians to commit to "*whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable… if anything is excellent or praiseworthy–think about such things*." We seek admirable instructional methods from a variety of traditions and from the cutting

edge work of our contemporaries. The fifth grade example shows something of our spirit: trying new things, and blending the best.

Traditional instruction is found in each curricular area. Teachers lecture from their expertise and research. Students take notes, quizzes and tests. Homework includes reading, drills, worksheets and essays. Essays are a strong feature of the upper grades. Sixth graders write literature essays in their study of Tuck Everlasting, The Witch of Blackbird Pond, Maniac Magee and North to Freedom. They may elect to assess Winnie's choice not to drink the water of life, the success of Matthew Wood as a family leader, the quality of Maniac's heroism compared to the hero in a novel of their choice, or the worldview of author Ann Holm.

Hands-on instruction is also valued. The science program features FOSS kits offering opportunities to explore electricity, geology, and models and designs. The inquiry method advances significantly in the junior high, when students take extended field trips. Seventh graders travel to the Brookfield Zoo and perform behavior analyses of chosen animals. Meanwhile, pre-algebra students use colored pencil or thread to illustrate equations in coordinate or polar systems. Teachers design role-playing games and simulations to creatively engage entire classes.

A school-wide emphasis on creative projects enhances learning. Students at all levels design models, posters, speeches, dramas and games. For example, fourth graders read biographies and make speeches in character, equipped with costumes and props.

Each grade makes extensive use of the two computer labs. Junior high students have specific technology classes. All students have assignments using computers, such as the third graders, who make guided explorations on the Web to track down information for science and social studies units. Sixth graders use spreadsheets to track the results of debates in Bible class.

Instructional methods may focus on the individual. We also encourage work in pairs, teams and large groups. Each strategy has its place. The Bible teaches personal responsibility, but also the interconnectedness of partners and communities.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Part V #5: CHA's Professional Development Program

Christian Heritage Academy consistently strives to develop its faculty in multiple dimensions and takes advantage of excellent university programs in our area.

At home, teachers are offered several inservices each year. The first, which takes place the week before the school year begins, orients faculty to policies and procedures, curriculum and character development. Two more days are given to inservices midyear, and two "decompression days" end the year. Members of our own community usually lead these sessions, training staff through the presentation and discussion of important issues, enhancing the skills of each teacher who is challenged to lead.

Teachers are encouraged to visit one another's classes to build one another's expertise. Our new evaluation plan includes peer review. We emphasize objective observations that meet specific, staff-identified needs and build empathetic, consultative teams. Teachers are always encouraged to observe other schools beyond our own.

A biyearly October retreat has a twin focus: spiritual replenishment and professional growth. On alternate years, the whole faculty attends the regional conference of the Association of Christian Schools International. This offers seminars, lectures and, perhaps most significantly, the opportunity for our own faculty to teach classes. Other conferences with subject-specific agendas draw smaller groups of teachers.

The school has been unusually generous in funding graduate education for the staff. Official policy includes guidelines for the school's sharing or bearing the cost of class work. National-Louis University is a favorite; the campuses are geographically close, and these educators' love of excellence mirrors our own. The National-Louis community is an inspiration to our Christian teachers, who have the opportunity to listen to perspectives that contrast with our own. All of these impact student achievement, because teachers here are swift to implement new ideas in their classrooms. A fourth grade teacher uses concepts from a Moody Bible Institute Theology professor to challenge her students' thinking about novels. Third grade science teachers use inquiry science activities from a recent Golden Apple Foundation summer course. Throughout the school, students explore the Internet on missions similar to the "webquests" pioneered at National-Louis. Because our school values creativity, teachers feel encouraged to take the risk of employing something new for their students' benefit.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data.

Private school association(s): Association of Christian Schools International (ACSI)
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes ☐
No _____

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

$ 3400 K	$ 6250 1st	$ 6250 2nd	$ 6250 3rd	$ 6250 4th	$ 6250 5th
$ 6250 6th	$ 6350 7th	$6350 8th	$-0- 9th	$-0- 10th	$-0- 11th
$-0- 12th	$-0- Other				

2. What is the educational cost per student? $ 7708
   (School budget divided by enrollment)

3. What is the average financial aid per student? $ 439

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5.7 %

5. What percentage of the student body receives scholarship assistance, including tuition reduction? 10 %

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 2 Test Terra Nova CTBS Reading

Edition/publication year 2nd Ed./1997 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X
(* Scores used are the NP of the Mean NCE)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score – Reading Composite	80	87	84		
Number of students tested	32	45	44		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 2 Test Terra Nova CTBS Math

Edition/publication year 2nd Ed./1997 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X
(* Scores used are the NP of the Mean NCE)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score – Math Composite	86	87	88		
Number of students tested	32	45	44		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3 Test Terra Nova CTBS Reading

Edition/publication year 2nd Ed./1997 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X
(* Scores used are the NP of the Mean NCE)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score – Reading Composite	86	76	84		
Number of students tested	44	44	38		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3 Test Terra Nova CTBS Math

Edition/publication year 2nd Ed./1997 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X
(* Scores used are the NP of the Mean NCE)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score – Math Composite	86	87	84		
Number of students tested	44	44	38		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 4 Test Terra Nova CTBS Reading

Edition/publication year 2nd Ed./1997 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X
(* Scores used are the NP of the Mean NCE)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score – Reading Composite	80	80	85		
Number of students tested	48	40	47		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 4 Test Terra Nova CTBS Math

Edition/publication year 2nd Ed./1997 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X
(* Scores used are the NP of the Mean NCE)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score – Math Composite	83	87	86		
Number of students tested	48	40	47		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5 Test Terra Nova CTBS Reading

Edition/publication year 2nd Ed./1997 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X
(* Scores used are the NP of the Mean NCE)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score – Reading Composite	82	85	89		
Number of students tested	38	54	34		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5 Test Terra Nova CTBS Math

Edition/publication year 2nd Ed./1997 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X
(* Scores used are the NP of the Mean NCE)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score – Math Composite	85	85	86		
Number of students tested	38	54	34		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 6 Test Terra Nova CTBS Reading

Edition/publication year 2nd Ed./1997 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X
(* Scores used are the NP of the Mean NCE)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score – Reading Composite	84	83	88		
Number of students tested	60	41	42		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 6 Test Terra Nova CTBS Math

Edition/publication year 2nd Ed./1997 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X
(* Scores used are the NP of the Mean NCE)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
Total Score – Math Composite	89	82	87		
Number of students tested	60	41	42		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 7 Test Terra Nova CTBS Reading

Edition/publication year 2nd Ed./1997 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X
(* Scores used are the NP of the Mean NCE)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Dec	Dec	Dec		
SCHOOL SCORES					
Total Score – Reading Composite	86	92	86		
Number of students tested	38	39	38		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 7 Test Terra Nova CTBS Math

Edition/publication year 2nd Ed./1997 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X
(* Scores used are the NP of the Mean NCE)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Dec	Dec	Dec		
SCHOOL SCORES					
Total Score – Math Composite	84	88	84		
Number of students tested	38	39	38		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 8 Test Terra Nova CTBS Reading

Edition/publication year 2nd Ed./1997 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X
(* Scores used are the NP of the Mean NCE)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Dec	Dec	Dec		
SCHOOL SCORES					
Total Score – Reading Composite	92	90	90		
Number of students tested	42	37	37		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 8 Test Terra Nova CTBS Math

Edition/publication year 2nd Ed./1997 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles X
(* Scores used are the NP of the Mean NCE)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Dec	Dec	Dec		
SCHOOL SCORES					
Total Score – Math Composite	88	87	90		
Number of students tested	42	37	37		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1._____ (specify subgroup)					
2._____ (specify subgroup)					
3._____ (specify subgroup)					
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					