



**CORNERSTONE**  
CHRISTIAN ACADEMY

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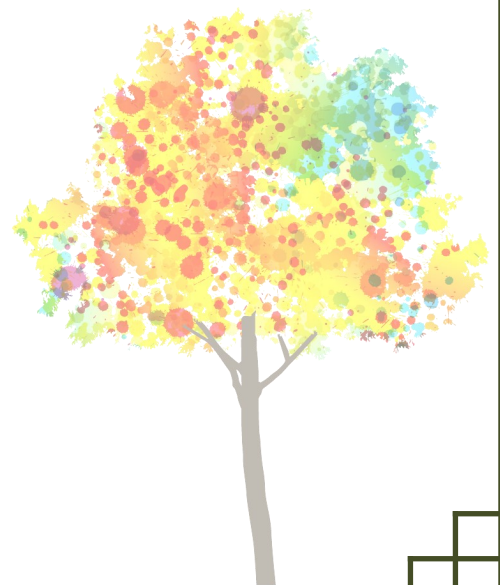
# ANNUAL REPORT 2018/2019

## MISSION

CCA is an independent college preparatory school that exists to glorify the Lord Jesus Christ by challenging its students to know Him as Lord, to think biblically, and to grow in knowledge and skill that they may serve and influence the world in His name.

## MOTTO

"Educating World-Changers"



## PHILOSOPHY

As an independent, Christ-centered school, we believe the task of Christian education is one shared by the school, church, and home. We believe in equality of all persons before God and in the development of the whole child. We acknowledge that the avenues to understanding and knowledge are diverse and yet bound and guided by biblical truth. We strive to develop life-long learners who seek genuine Christian maturity.

## ACADEMIC PROGRAM

Cornerstone Christian Academy places emphasis upon the development of the basic tools of inquiry and intellectual development that will help students learn throughout their lives. A student completing Cornerstone's program will have mastered the skill of effective oral and written communication in English and the basic subjects of science and mathematics. Students are encouraged and expected to go beyond the acquisition of knowledge and practice analyzing facts and drawing conclusions in order to understand the complex nature of our lives. The Academy remains committed to delivering a rigorous academic education that will prepare students to enter the higher education institution of their choosing.

## CORE CURRICULUM

Cornerstone Christian Academy is committed to providing a solid liberal arts, college preparatory education presented in the context of a biblical worldview. In order to accomplish this objective, all students take classes in six core subjects. These include: Bible, history, English, science, math, and foreign language. Additional classes in art, music, physical education, and technology are provided for students at all levels. The sequence of these enrichment courses is determined for students in grades K-8. High school students may select their own elective courses to supplement the core. Curricular materials are reviewed according to an established five-year cycle to ensure that we use the most effective tools for fulfilling the Academy's mission.

## ACCREDITATION

Cornerstone Christian Academy is fully accredited by the Association of Christian Schools International (ACSI). CCA is recognized by the Illinois State Board of Education (ISBE) and is a member of the Illinois Elementary School Association (IESA) as well as the Illinois High School Association (IHSA). Cornerstone is also a member school of Christian Coalition for Educational Innovation (CCEI).

## ADVANCED PLACEMENT (AP) COURSES

The following Advanced Placements courses are currently offered: U.S. History, English Literature, Chemistry, Spanish Language and Literature, Calculus, and Biology. All AP courses are two-semester classes. Successful completion of both semesters results in one (1.0) high school credit in the related subject area. Grades for AP courses are weighted on a 5.0 scale.

## BIBLICAL WORLDVIEW

Worldview education is the foundation of a successful Christian school program. "The children we are working with are not just those who need an education so they can get a job; they are those who are headed for eternity." (Jeff Meyers, Summit Ministries). At CCA, we take this call seriously and immerse our students in opportunities to live out their faith through godly relationships, ministry hours, mission trips, and classroom discussion. We seek to partner with parents to create servant leaders who think critically, discern spiritually, and act biblically.

## ATHLETIC PROGRAM

Participation in athletics at Cornerstone provides opportunities for students to worship and glorify God by using their whole body. The goal of CCA's athletic program is to instill attitudes of respect, teamwork, and sportsmanship while mastering skills. Student-athletes have the opportunity to provide a Christ-like witness as they learn to win with grace and humility and to accept defeat with poise and dignity. Find more information about our elementary, junior high, and high school programs at [www.cornerstonechristian.com](http://www.cornerstonechristian.com).



## OUR STAFF

### Teacher Quality

Cornerstone Christian Academy remains committed to hiring qualified, experienced employees who are committed to an excellent, Christ-centered, academically challenging education.

Full-Time Employees—52

Part-Time Employees—6

Teaching Staff—42

(Includes full- and part- time)

### Teacher Qualifications

% with Bachelor's degree	100%
% with Master's degree	11%
% with Doctorate	5%

Staff—8 (Includes assistant teachers, nurse, office employees and custodial)

Administration—11 (Includes Head of School, Principals, Directors of Advancement, Athletics, Business, Early Education, Curriculum & Instruction, Spiritual Life, Student Activities, and Technology)

## NON-DISCRIMINATORY STATEMENT

Cornerstone Christian Academy admits students of either biological sex, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students of the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

## SCHOOL BOARD

Cornerstone Christian Academy is governed by an independent self-perpetuating School Board (School Board) consisting of officers, Head of School, and various Board members. The School Board shall oversee the continuing operation of this ministry and generally oversee the school's business affairs. The responsibilities of the Board shall include, but not be limited to, making policy, establishing tuition and fees, promoting Christian education in the community, and praying for the ministry of the school. The Board realizes that an effective Christian school program must be based on the truth of God's Word, the Bible, and be directed toward common needs of all children. Since all children are created in the image of God, the board believes that the educational program of Cornerstone Christian Academy should help all students develop their unique abilities and thus be prepared to fulfill God's plan for their lives. Board members for 2018-2019 were:

Mr. Ron Brown

Mr. Bruce Thomas

Mrs. Alicia Wilson

Dr. Tom Hall

Mrs. Candice Adams

Dr. Robert Smart

## SCHOOL DISTINCTIVES

Cornerstone Christian Academy's three distinctives set us apart from other schools...

### 1) ACADEMIC EXCELLENCE

Cornerstone students are challenged to be life-long learners developing sound intellectual and analytical skills so they will be well prepared to lead in any field or endeavor to which they are called. Strong teaching both in content and life skills combined with our commitment to Christ creates a culture where students explore, develop, and steward their God-given talents and thrive academically.

### 2) BIBLICAL WORLDVIEW

Every teacher communicates a worldview.— many times unknowingly. Cornerstone teachers are intentional in their instruction presenting all subjects from a biblical worldview. Believing in absolute truth, in right and wrong, Cornerstone teachers seek to engage students in God's story as students learn that, no matter the subject, there is order and design in the world because there is a Designer behind it all.



### 3) AUTHENTIC COMMUNITY

Knowing each of our students has a unique story, we strive to form strong and authentic relationships as we build a culture that values others as image bearers who reflect God's beauty and creative nature. We have the privilege of teaching a generation that is more connected—yet more isolated—than any that has come before and recognize that influence properly rendered cannot come through technology or in large groups but must be lived out day by day through life-on-life influence.

### EXPECTED STUDENT OUTCOMES

In alignment with the Cornerstone Christian Academy mission statement, the curriculum and programs offered at the Academy address four domains: Growth, Knowledge, Skill, and Influence.

It is our desire and prayerful expectation that graduates of Cornerstone Christian Academy will:

- Engage in God's story
- Construct and convey ideas and opinions effectively
- Acquire, analyze, and assimilate new concepts into a personal working knowledge as they progress toward accomplishing learning objectives documented in the Board-approved curriculum guide
- Participate in cross-cultural experiences with the intention of impacting cultures for the glory of God
- Form and articulate a Christian apologetic
- Exhibit an increasing awareness of God's holiness and their own sinfulness, resulting in increased affection for God, His Word, and others
- Develop sound intellect and analytical skills to solve problems that impact daily life
- Demonstrate curiosity and inquisitiveness that cultivates a desire to learn
- Explore, develop, and steward God-given talents in order to reflect His beauty and creative nature
- Establish disciplines that promote spiritual, intellectual, and physical readiness to serve Christ and others
- Exercise the responsibilities of restored image bearers to care for and cultivate God's created order
- Use technology proficiently, effectively, and ethically



## STUDENT ASSESSMENTS

### College Entrance Scores

Most colleges and universities require the American College Testing Program (ACT) as a determinant of future scholastic success. A composite score of 20 or higher on the 36-point scale for the test indicates probable success in college. The 2019 National average composite score was 20.7.

### ACT Comparative Data:

	<u>CCA 2015</u>	<u>CCA 2016</u>	<u>CCA 2017</u>	<u>CCA 2018</u>	<u>CCA 2019</u>	<u>State of Illinois 2019</u>
ACT Composite	26.9	26.9	25	24.4	23.6	24.3
English	28.1	26.5	25	25.2	24.7	24.5
Math	26.5	26.8	24	23.4	22.3	23.8
Reading	27.1	26.6	25	25.3	23.9	24.7
Science	25.6	26.9	25	23.4	22.8	23.7

### Stanford Achievement Test Scores for Grades 1-8

Test Summary 2018/2019 (See Notes on next page)

Grade	Reading		Math		Language		Spelling		Science		Social Science		Complete Battery	
	PR-S	G.E.	PR-S	G.E.	PR-S	G.E.	PR-S	G.E.	PR-S	G.E.	PR-S	G.E.	PR-S	G.E.
1st	83-7	2.9	84-7	3.0	77-7	2.5	75-6	2.6					76-6	2.8
2nd	68-6	3.4	55.5	2.9	63-6	3.2	60-6	3.8					63.6	3.3
3rd	67-6	5.0	83-7	6.6	65-6	5.0	62-6	4.9	74-6	6.6	73-6	5.6	70-6	5.9
4th	72-6	6.5	85-7	7.4	81-7	8.2	63-6	5.8	70-6	6.2	77-7	7.4	75-6	7.1
5th	78-7	8.6	90-8	11.4	73-6	8.7	66-6	7.7	73-6	8.3	82-7	10.9	78-7	10.3
6th	64-6	8.4	74-6	10.7	59-5	7.4	63-6	8.4	74.6	10.0	61-6	8.1	66-6	9.4
7th	72-6	10.4	80-7	11.5	64-6	9.4	71-6	10.5	81-7	11.1	74-6	10.6	74-6	11.5
8th	69-6	11.2	74-6	12.4	68-6	11.9	68-6	10.9	74-6	11.9	74-6	12.2	71-6	11.9

## Notes:

PR = Percentile Rank – Indicates the relative standing of a student in comparison to same-grade students in the reference group who took the same subtest at a comparable time. For example, a PR of 75 means that for a particular subtest the student performed as well as or better than 75% of the student in the reference group.

S = Stanine – A standard score derived from the Percentile Rank that ranges from 1-9. Like Percentile Ranks, stanines indicate a student's relative standing with respect to a reference group. Stanine scores of 1, 2, and 3 are usually considered to reflect below-average performance; stanines of 4, 5, and 6 are generally thought of as average; and stanines 7, 8, and 9 are above average.

G.E. – Grade Equivalent – A grade equivalent is a score that represents the average performance of students tested in a given month of the school year. The grade equivalent scale ranges from K. O (beginning Kindergarten) to 12.9 with scores above 12.9 designated PHS (Post High School). The numeral to the left of the decimal point refers to the grade for which the score is typical, and the numeral to the right of the decimal point represents one tenth of the school year, or one school month. There are some problems with the use of grade equivalents, and caution should be used when interpreting this type of score. For example, if a student at the end of fourth grade obtains a G.E. of 8.8 on a mathematics test, this does not mean that the child can do eighth-grade work. Rather, it means that the child obtained the same score as an average student in the eighth month of the eighth grade, had the eighth-grade student taken the fourth-grade test.