



Flourishing School Culture 2025

Purpose	25-26	20-21	FSCI
Students believe they are part of God's bigger plan and can be used by him to make a difference.	88.65	85.97	86
Teaching involves helping students develop spiritually and emotionally (teaching the heart and soul, as well as the mind.)	96.12	93.98	93
Christian worldview changes how we educate; there is not such thing as a secular sphere.	81.91	72.71	82
Families feel they are part of the school's mission, and their child's spiritual development requires their partnering with and being involved at the school.	81.42	80.87	80
Students have doubts about their faith, lack time to prayer or study the Bible, and feel that most Christians are too judgmental.	44.04	59.61	48
Leaders, teachers, and support staff feel a sense of shared ownership for the school's mission, success and improvement.	91.05	88.93	89
Alumni Report that their Christian faith is stronger thanks to attending a Christian school, and they believe people can change with God's help.	78.51	78.33	83
Relationships			
Teachers were kind, students felt included in class and students were protected from bullying.	66.27	66.15	71
Teachers show Christlike love, kindness and care to students. Families feel students are cared about individually including their spiritual development.	79.72	84.63	83
The school engages with the surrounding community and local churches and regularly taps into community resources including networking and resource – sharing with other schools.	73.38	76.55	69
Teachers "get to know" families and frequent and systemic communication facilitates positive relationships.	80.68	82.46	78
The school shields students from the world's brokenness, the school is independent from the surrounding community, and/or the student body lacks diversity. *	70.87	70.71	65
Board members have diverse backgrounds, are transparent about and rely on others to offset their weaknesses.	77.5	87.46	84
Staff point out the talent in each student, help students to see how they fit in God's bigger plan, and are aware of students' struggles at school and home.	75.14	78.43	81



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Students not only enjoy helping others but also are known by others (e.g. peers) for showing love and care.	81.27	79.49	79
Principals are trusted, teachers feel that the leaders “have our backs” and leaders empower teachers and staff to make decisions.	84.43	87.06	86
Teaching and Learning			
The classroom is orderly and well- managed, and teachers are organized and consistent in supporting student behaviors that contribute to learning.	84.15	88.39	85
Keeping up with best practices is prioritized and resources for doing so can be identified.	83.77	86.43	84
Learning from and with other teachers drives and inspires better teaching.	85.1	86.79	84
Guided by school leadership and focused on the future, the school is continually improving/making necessary changes to improve.	77.55	74.97	72
Data is used to gauge school results and effectiveness, determine goal attainment and address problems the school faces.	83.66	82.82	74
Students engage in activities that nurture critical thinking, evaluating information, and problem solving.	82.26	82.07	81
Feedback on teaching practice and classroom management is given regularly to facilitate adjustments in real time.	73.02	77.82	70
Students are helped to figure out how they learn best and to identify their natural strengths.	67.79	67.81	69
Process doesn’t matter if it isn’t producing results, and change is distracting if it doesn’t lead to increases in student achievement.	64.94	60.89	62
Professional Development is provided on-site and is subject and role specific.	85.77	87.52	80
When planning for change, the potential impact on the school, the classroom, students, and the overall system are considered.	91.7	88.04	82
Expertise and Resources			
New teacher hires are credentialed and have classroom experience.	89.01	92.22	82
The school has financial resources to operate effectively; or we could be more effective as a school if not for fiscal constraints, and we lack the resources we need to make changes in our school.	78.98	66.74	62
A strategic financial plan and master facilities planning is in place, and financial planning is a strength of the board.	88.95	86.63	76



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Materials and resources for teaching, including technology, are sufficient and the school building is in good physical condition.	83.49	87.78	79
Teaching staff works together to serve students with special needs, aided by processes and resources for identifying and responding to those needs.	76.21	77.03	75
Well Being			
Students are happy with their physical health, including sufficient exercise and diet	76.51	72.61	72
Students handle stress effectively and respond well to/bounce back from difficult situations.	66.18	63.73	67
Constant feelings of stress and being overwhelmed accompany a lack of time to prepare for instruction (Teachers) or to focus on physical health (Leaders)*	66.02	63.33	64

*The higher the score on this construct, the more respondents disagreed with the construct's items.