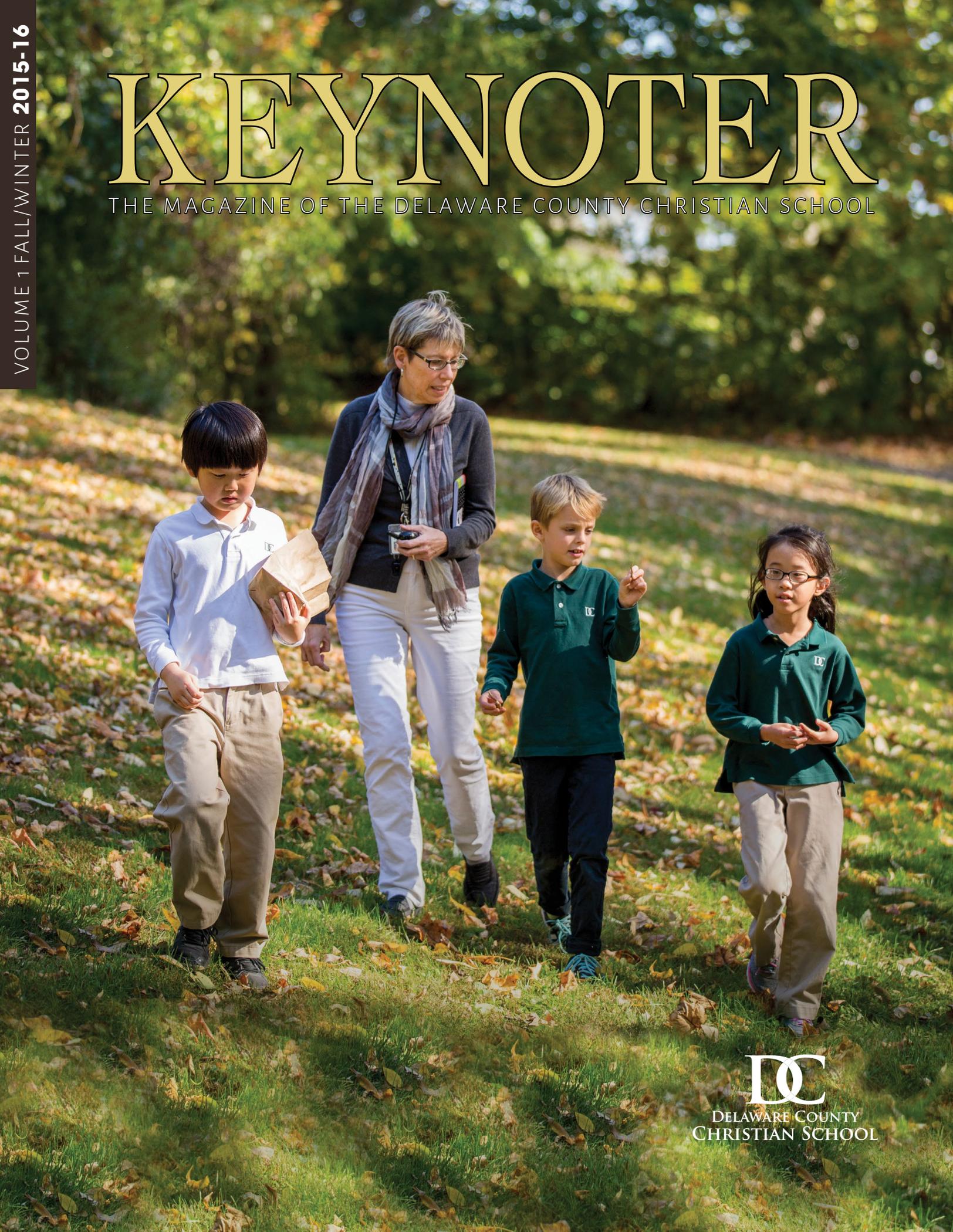


VOLUME 1 FALL/WINTER 2015-16

KEYNOTER

THE MAGAZINE OF THE DELAWARE COUNTY CHRISTIAN SCHOOL



DELAWARE COUNTY
CHRISTIAN SCHOOL



The class of 2016 shows their DC spirit at the Homecoming pep rally.

KEYNOTER *Fall/Winter 2015-16*

MISSION:

Our mission is to educate students who will serve God and impact the world through biblical thought and action.

2015-16 SCHOOLVERSE:

“For He is able to do far more abundantly than all we can ask or imagine, according to the power that is at work within us.” Ephesians 3:20



ON THE COVER:

Second grade teacher Linda Nixon, and her students walk, discover, and learn on the beautiful 33 acre Devon campus where outdoor education is a high priority.



FOLLOW US:



The Delaware County Christian School (DC) *Keynoter* is published bi-annually to communicate our school vision and news to alumni, friends, family, and prayer partners of the school. DC was established in 1950. Today, the school serves 742 pre-K through grade 12 students on campuses in Newtown Square and Devon, PA. DC is accredited by the Middle States Association of Colleges and Schools and by the Association of Christian Schools International. DC admits students

of any race, color, and national/ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national/ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, or athletic and other school-administered programs. In addition, DC is authorized under federal law to enroll nonimmigrant students.

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From the Head of School

Each school year Delaware County Christian School engages in a year-long journey to educate students who will serve God and impact the world through biblical thought and action. Each year's journey is one episode in what is currently a 66-volume book. While the DC story is multi-faceted, the joyful tales of students impacted by faculty who have engaged minds and stirred hearts, all while preparing them for a life of service and influence, is the common and predominant theme of our story.

DC has graduated nearly 3,000 students and sent them into the world. Doctors, lawyers, teachers, engineers, missionaries, and military service men and women have studied at DC and have been shaped within our classrooms, on stage, and on the field. Marriages were solidified in kindergarten as unsuspecting boys and girls learned their ABC's in the old barn or in the classrooms at the elementary campus on Bishop Hollow Road. Today, our students' dreams continue to grow and develop as they study medieval history and learn how to build catapults at the elementary grades, present business plans for the wind turbines they have developed in the middle school, and in high school as they create water-purifying systems for third world countries, produce original movies, and study the intersection of science, technology, and faith.

Throughout our 66 year history, DC has remained faithful to its original vision of creating a Christian school that understands the importance of academic excellence and therefore sets high standards for its students and faculty.



One of our core values is scholarship. As stated in our institutional documents,

“As an institution of learning, the school’s primary responsibility is to educate. At DC, we aspire for our richly diverse student population to understand that each is a scholar, a learner, and an intellectual being created in the image of God. We desire that all students know Christ and understand His creation and the created order. Through an in-depth liberal arts core curriculum, all students will be engaged to think deeply and understand more fully.”

And so today, as we continue on this journey begun six decades ago, we seek to foster within our students an understanding that they were created in imago dei – in the image of God – and this ultimately manifests itself through the scholarship of all of our students. In turn, we enthusiastically send our students into the world, prepared as scholars, committed to engaging the mind and the heart for the advancement of the Gospel. All of this is possible through God’s provision and, as demonstrated in our 2015 Annual Report, through the generosity of our many donors whose giving spirit supports the journey of every student.

Enjoy this issue of the *Keynoter* as you read more of DC’s ongoing journey and the stories that make our school so extraordinary and be reminded of God’s faithfulness in meeting the financial needs of this institution.

Timothy P. Wiens
Dr. Timothy P. Wiens, Ed. D.

ECHOING JESUS IN THOUGHT, WORD, AND DEED

By Jim Favino, High School English Department Chair

Curriculum comes from the Latin word for “course,” or the mapped out race track between the starting point and the finish line. Like the race track, early scholars understood education as the thought process between a student’s starting point (their presuppositions) and ending point (the actions they would take). If we understand education to be defined by our foundational beliefs and the actions that are a result of those specific beliefs, then we see Christian education as a very different thing than secular education.

It should be noted that Christian education is not necessarily taught at a school that has “Christian” in its name, or in its core values, or has a required Bible class or has a chapel somewhere on campus. It is possible for a Christian-named school to be no more Christian than a secular school; a school can only be understood to be more or less Christian as it teaches and lives out its Christian ideals.

AUTHENTIC CHRISTIAN EDUCATION

My own introduction to a Christian education began the day my parents dropped me off at the Stony Brook School on Long Island, New York, for the second semester of my junior year. On that day, I met my new dorm master. We were not particularly alike: I played football and wrestled. He coached tennis. We were not particularly close while I was a student, in part because he was my dorm master and I was initially a troublemaker. At times, I imagine he may have been relieved if I had not returned after one of our breaks.

Although I have only seen him on rare occasions over the last 20 years, he is a titan in my life who I could never shake off if I would want to. It was his desire to engage me as a young man, his willingness to forgive me for my faults, his cheerful spirit, his eye for detail and insistence on accuracy, and his reliance on the Lord in the everyday happenings of life that I remembered when I left high school, and these qualities are now what I try to reflect as a teacher. He was not the only teacher who had such a moving impact on me, there were many. That was my experience: the men and women I met at that Christian school challenged me every day to consider who I served and why I did what I did. This was something that I had not experienced before.





*High School English Department Chair Jim Favino,
with seniors Josh VanMeerbeke and Emma Ellsworth.*

The Educational Component of Christian Teaching

John H. Westerhoff III once quoted Tertullian's maximum,

“Christians are made (fashioned) not born!”

Westerhoff went on to say: “When asked how Christians are fashioned, the early church answered through catechesis. ‘Catechesis’ is a Greek word which literally means ‘to echo.’ When the Christians used it they meant to echo the Word, and the Word as a person, Jesus.” The idea of teaching the “echoing” of Jesus is understood in our evangelical churches but not so much in our thinking when it comes to education. It is essential for students to see and practice the Christian faith as it is applied to everyday life (at school). The absence of experiencing Christian application in their everyday life leaves many students with a dualistic world view; they associate Christianity with Bible study, church, and missions, and leave work, entertainment, and socialization to secular and cultural norms. It is true that more is caught than taught. This is why a student’s teachers ARE the lesson. The greatest lesson that we will ever teach is how we think, articulate, and respond to what we are confronted with in our daily lives.



Westerhoff went on to say that Christian teaching not only was about formation but also “education.” Education involves critical reflection on every aspect of our life in the light of the Gospel. It is a reforming process that assumes and necessitates growth and change. Many times people confuse education with “learning facts.” It is true that many facts and processes should be known, however, this is not education. Education is knowing what to do with facts: how to interact with them and where to apply these facts and processes in an ethical way. To do this, two truths are essential to the believer: evil exists and Truth can be known. If evil and Truth are only cultural constructions, then truthfully, Nietzsche was right and all we need to know is how to acquire for ourselves the most power for the longest possible time.

In the scheme of life, man is not measured by the amount of information he has acquired but rather by the actions that he takes - and actions are inherently moral. Because education is moral it should not be done sloppily, half-heartedly, or with an eye to protect personal idols. Christian education does not look to see what it can do for oneself but always looks outwardly, away from oneself: the doctor is to heal the sick, the judge is to procure justice for the oppressed, the builder is to construct usable space for people, the policeman to protect the innocent, the industrialist to create necessary products for his customer and by doing so, jobs for his employees. All jobs may have financial benefits and provide comforts, but the jobs themselves by nature are about the support and care of others. None of them are self-focused; all of them require daily ethical and moral decisions, making them impossible to do well without a deep-rooted, disciplined, encouraged and cultivated faith.

Christians believe that humans can engage the world by general revelation found in the material world and special revelation found in the word of God. This being true, ignoring what can be known or miss-applying its principles can have catastrophic consequences. For the Christian then, good research and understanding is a necessity. Christian study should seek to understand Truth free of personal preference and advantage. This takes honesty, courage, humility, and a great deal of hard work. Its expectations for quality, accuracy, and depth should be high. The student’s work should be a spiritual activity because it’s a means of knowing and worshiping God. Being a Christian student is not someone who does perceivably “good” things, but one who understands the real consequences of their actions, and then acts in a way that will bring true help and relief to those around them.

As an older parent with grown children, my advice to younger families would be to put their children in situations where Christian role models will interact with them on a daily basis, where God’s word is integrated into their lives on a daily basis, where failure is seen as a primary step to change, and where the world is seen as a created place that we can navigate through honest observation, truth seeking, and precision of method.





The Liberal Arts Today **SAIL IN ACTION**

By Kathryn Wiens, Ed. D.
Director of Schools for Applied
& Innovative Learning

A liberal arts education prepares students to engage with wisdom and justice in civic life. DC has always been a place committed to the liberal arts with a rich curriculum deeply rooted in the Christian faith. However, just as the word of God is eternal but is interpreted with cultural context, the liberal arts too must be interpreted and applied in ways that make sense within today's cultural realities.

The rapidly changing 21st century world includes new challenges which necessitate a new way to educate students, students who must be able to quickly and compellingly deal with complexity, diversity, and change. At the same time, Christians are culturally far less engaged and influential than ever before. In conversations with faculty, it became increasingly clear that a rearrangement of our academic program was necessary. This change enables students to connect the work of thinking to the work of doing in order to better prepare our students to effectively impact culture within the context of a biblical worldview. With this in mind, SAIL was born.



SAIL, or the Schools for Applied & Innovative Learning, has four core values within the Christian context of our curriculum.

1 GIVE OPPORTUNITIES TO TAKE RISKS:

Students need to fail and learn how to pick up the pieces and try again. Students will understand that their own ideas are meaningful, and that they have the ability to impact their communities and this world for Christ.



2 INTERDISCIPLINARY, REAL-WORLD FOCI:

Students need ample opportunity to experience the interconnected world of knowledge that comes from our Creator, translating that knowledge into action. In SAIL courses, the faculty give our students time and space to apply what they are learning to problems that really matter in today's world.



3 COLLABORATION:

The new economy requires people from many disciplines and even many cultures to work together toward a common goal. SAIL courses are designed to teach students how to work in group settings effectively and efficiently.



4 COMMUNICATION:

The ability to communicate clearly, concisely, and persuasively may be the most critical, yet undervalued predictor of success in all aspects of life from marriage to evangelism to careers. SAIL courses are designed to ensure students are growing in their ability to communicate in all settings, from small groups, in informal brainstorming, to formal presentations.

SAIL brings a dedicated STEM program and humanities and arts enrichment to our vibrant elementary academic program. Middle and high school students may choose from over 60 SAIL classes organized under three categories: the School for STEM, the School for the Arts, and the School for Humanities and Entrepreneurship. The following recaps demonstrate the depth of instruction and excitement generated in each of our academic divisions.



STEM

ELEMENTARY STEM

Our elementary students come to us curious, creative, and willing to take risks in their academic lives. It is those characteristics that make this year's full introduction of STEM as a part of the SAIL program so exciting. As our second through fifth graders take on big design challenges they are learning the important skills of working together toward a common goal, seeing their ideas fail and making quality modifications to improve the functionality of their design, and objectively and respectfully analyzing their peers' project designs through discussion to further their learning. The excitement and creativity the students are bringing to this time allows them to grow in the difficult areas of interpersonal skills, quality communication, and resilience so necessary in today's world.

This fall our students had a breadth of quality learning experiences. Our second graders explored environmental stewardship and product shipping as they moved through the design cycle to produce a safe and environmentally friendly way to package soda cans. They learned to take critical feedback from their peers and they were able to integrate that feedback into design modifications that made their carriers work more effectively.

Our third graders studied geotechnical engineering. Discussions and experiments focused on determining where the best place is to build a bridge along a river. Students learned about, measured, and applied their understanding of factors such as soil type, likelihood of an area to experience erosion, and ways to treat soil before building. The students had remarkably well-conceived and creative solutions to these real-world engineering dilemmas.

Through the elementary STEM program, students are growing in their ability to thrive in ambiguity, provide creative solutions to real problems, and work productively with their peers through the carefully planned experiences reflected in the curriculum designed in-house specifically to meet the mission of DC.

MIDDLE SCHOOL WIND TURBINE

One step into the middle school this fall, and it was clear that the 8th graders taking the SAIL course “Wind Energy: Energy, Environment, and Economics” experienced something unique. This course, taught by veteran math teacher Chad Fenley and new science teacher Jocelyn Pacitto, is designed to engage students in the myriad factors critical to solving real problems. Beyond understanding the differences between renewable and nonrenewable resources and the impact of these sources on the environment, students are pushed to consider the biblical perspective of conservation and stewardship. To apply their learning, students were given the freedom to research, design, budget, build, and market their own wind-turbine, merging mathematics, science, economics, business, technology and rhetoric.

Cole Hines, a student in the fall section, reflected, “I loved that we truly had the freedom to use our own ideas in every aspect of this project, and it was still real-life. We don’t really get that chance in our regular classes.” The culmination of their research and efforts was a presentation to the “city council” of Delaware County persuading the panel to purchase their wind turbine for its efficiency, cost-effectiveness, and marketing campaign. Avery McKeaney, also completing this course in the fall noted, “This class really helped me to see my own strengths and weaknesses through the process of working with other students in the project that asked us to do so many different things. We could really go above and beyond and try things we never have before, and that was such a good experience for me.” Middle School principal Chuck Young has been delighted by the efficacy of the SAIL courses to engage students in different ways, saying “I have really seen students thrive as they tap into previously unexplored skill sets. These students are excited about learning.”

HS GLOBAL WATER DILEMMA

Our world has many big problems. Students in the Global Water Dilemma course were challenged to understand the complexity of the problem and seek where God had equipped them to have impact. Junior Taylor Mingle reflected, “Learning the extent and disparity of the water dilemma enabled me to desire to seek a solution in order to improve the livelihood of women and children in developing third world countries. Knowing that women spend hours upon hours each day walking miles and miles to the closest water source for their family and then that source not even being of consumable quality, opened my eyes to solving this real and surmountable problem. Through this experience I believe I have been able to grow a lot through contacting and speaking with missionaries from Cameroon, Nigeria and Uganda, through developing and designing a webpage, as well as through formulating solutions I was able to share with my peers. This project enabled me to use the gifts of organization and compassion that Christ has blessed me with to better His Kingdom for as Matthew 25: 40 states, “The King will reply, ‘Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.’”

Presented with the challenge of bringing clean drinking water to third world communities, students set out to construct filtration devices using common, inexpensive materials. One of these groups succeeded in making a prototype water filtration device of sand, stones, coconut shells, and burnt wood that reduces the particulate level to 326 ppm - far below the threshold of 500ppm. Next up for this group: scaling the prototype to an affordable model that can be distributed in impoverished areas across the world.

Another group of students designed a bioremediation system using snails, water lilies, and bristlenose plecos (suckerfish), to clean contaminated water. Recently, this group discovered they are on the threshold of drinkable water - just 526 ppm. Senior Nathan Daniel and classmates Jack Grim and Stephen Mitchell worked on this complex process. Nathan noted, “For me this class has been a window of opportunity to research and problem solve for one of the biggest issues plaguing the world today.” SAIL is providing opportunities in every discipline for students to grow in ways that are critical to their lives after high school. As Ana Yee puts it, “Global Water Dilemma is a course that points students towards a way of thinking that is larger than their own individual worlds. It gives students an opportunity to see the larger applicability of everyday concepts like math, social studies, or Bible. I love that Global Water Dilemma is a class that puts a larger-than-life problem into the hands of high school students and says to them, ‘Here is a problem that’s relevant to your world. Take it on with all that you’ve got- after all, this is the work God created you for!’”



PLAY

ESSENTIAL FOR
EARLY LEARNERS

– Joy Ludwig, Elementary Principal



TIME FOR PLAY

One step into the early childhood wing known as the “KinderWoods” and “Pre-K Trail” at DC reveals students busy at work and play. In fact, many have long recognized that play is the “work” of learning for our youngest students. Four and five year old children busily role playing in the classroom grocery store are learning how to manage pretend money as they price, pay for and make change for the many “customers” who frequent their store. Nearby, “skyscrapers” are being erected and cars cruise down a bustling “freeway” as students imagine and construct whole communities complete with rural, suburban and city life. This kind of unstructured play that has long been the bedrock of early childhood programs in America is slowly being displaced in an effort to promote literacy at younger and younger ages. We believe these two ideas of learning through play and providing an intellectually challenging early childhood program are not mutually exclusive. Experienced educators recognize that early literacy skills and developing number sense, as well as other foundational early childhood concepts, can and should be taught purposefully through play.

THE JOY OF LEARNING

Play is universal to human growth and development. It is the means by which children make sense of their learning experiences. Recent research conducted by the University of Virginia revealed a general shift between 1998 and 2010 away from child-selected free play activities toward more teacher-directed literacy instruction. And yet, when one looks at how young children are taught in Finland, a country known for its strong performance on international achievement tests, it is clear that a seemingly opposite emphasis is placed on preserving a sizeable portion of the day for play. In Finland, time is given for both free and unstructured play, as well as play that is guided and more pedagogical in nature. The Finns have learned that play is a means for students to learn with joy - keeping with the Finnish saying,

“Those things you learn without joy, you will forget easily.”



PLAY AS THE PRECURSOR TO READING

That is not to say that formal instruction does not take place or that learning objectives take the back burner to block building. Students participate in pre-reading instruction every time they clap out a syllable to a new word, sing a song about a new letter sound, or recognize letters to a sound they hear. (Walker, 2015), Teachers know the prerequisite skill to learning to read is phonemic awareness, and much time is spent on developing these essential skills through playful activities.

Readiness is key to growing strong readers. At DC, experienced pre-K and kindergarten teachers are knowledgeable in recognizing and promoting reading readiness. Recognizing that students grow and develop at their own pace, our early childhood teachers spend a good part of the day observing students' interests and levels of readiness in an effort to provide just the right amount of instruction for each child. It is not uncommon to observe both students learning their letters and sounds, and other students reading in the classroom. Both scenarios are part of a broad spectrum of learning found in the kindergarten classroom and represent normal child development.

An unfortunate reaction to meeting the Common Core State Standards in higher grades has been the pushing down of reading content and skills making many kindergarten classrooms today look like the first grade classrooms of yesterday. These new norms are largely rooted in the need to close the achievement gap that exists between the 22 percent of children who live in poverty in the United States (16 million) and their peers.

Having high expectations for quality early childhood programming is appropriate, but often this has translated into educational practices that are not child-friendly (Walker, 2015), and research does not support the need for such practice. Research conducted by Sebastian Suggate at New Zealand's University of Otago compared the achievement of students who read at age five with students who read at age seven. The study revealed that by age eleven both groups possessed equivalent reading skills. There seems to be little to no advantage to rushing children to read earlier than they are ready.



Play is often talked about as if it were relief from serious learning but for children play is serious learning



According to the Gesell Institute for Child Development, childhood milestones have not changed in the past 100 years. “Students at age 5 ½ typically cannot perceive an oblique line in a triangle - a prerequisite to recognizing, understanding and writing certain letters” (Lecker, 2014). Developing concepts such as subtraction and addition, even to number 5, is a concept that is typically not seen until a student reaches 5½ or 6 years old. Students may memorize these skills, but true understanding is reserved for a more mature age. Students build literacy skills and understand foundational concepts through the process of speaking and listening as they seek to make meaning through dramatic play (Lecker, 2014).



THE BENEFITS OF PLAY

Aside from setting the stage for future learning, play and inquiry based learning in the early childhood grades has other benefits. According to Lisa Molomot, the director of a recent documentary, *School's Out: Lessons from a Forest Kindergarten*, in order for children to learn, they must first pay attention (Korbey, 2014). Molomot explains, “In order to pay attention, we need to let them move.” Although free play may look like recess, learning is taking place. Through play, young students develop their fine and gross motor skills, as well as their core strength and balance, which is needed later to hold their bodies still long enough to learn.



On the playground and in learning centers, students take learning risks as they ask questions, role play, and reenact what they heard the teacher say in the morning’s mini lesson. In a recent study conducted by the University of Colorado, students who were able to participate in free play developed stronger, self-directed executive functioning - a strong predictor of school success. Executive function is the ability to plan, focus, remember instructions, set priorities, and multitask. Intellectual, social, emotional, and physical learning takes place as children play. Through play students have opportunities to develop their problem solving skills, creativity, imagination, original thinking, cooperation, and collaboration as they make up games, decide rules, and work together. Although not as measurable as academic achievement, these skills are capacities that are essential for later success in school.

OUTDOOR PLAY

What better way to provide children with opportunities to develop these capacities than through outdoor play? How often is a child observed at play and one wonders what they were thinking or creating? Playing outside naturally provides children with ever-changing, hands-on activities and opportunities for movement. Outdoor play is different from indoor play. Outdoor play allows children to run, shout, sing, jump, roll, and tumble unobstructed by walls or tables. Playing outdoors provides students with first hand experiences with nature as students collect acorns, line up rocks, pick dandelions, and observe the first frost. Because changes in society are resulting in less time and access to the outdoors, parents and teachers must be intentional to provide these opportunities to promote healthy growth and development. One of the benefits of the early childhood playground at DC is the natural woodland setting which lends itself to creativity and free play. Here young students can jump on boulders, build with tree cookies, collect acorns, climb play equipment, and create new songs on the outdoor drum and xylophone.



PLAY FOUNDATIONAL TO LEARNING

A peek into a kindergarten classroom will reveal students who are at every stage of early learning. Some are just recognizing letters and the sounds they make, others are reading beginning books independently. This broad spectrum of learning is to be expected given that students all learn at a different pace. Some take longer than others, and some need extra help. Recognizing the various signs of readiness is critical to growing strong readers. Encouraging students to grow in their reading skills - from talking and listening, to recognizing single letters and the sounds they make, to writing to communicate - takes the keen eye of a dedicated teacher, and parental support to provide many opportunities to read and enjoy books. As students enjoy books with adults, they learn to rhyme, predict, and “read” pictures. They learn that letters make sounds, and those sounds blended together make words. Those words tell stories for all to enjoy.

Growing lifelong readers should be a fun and joyful experience that marks a milestone in the life of the child. Using play as the foundation to building academic knowledge and providing a joyful, literacy rich environment is what students experience in the “KinderWoods” and “Pre-K Trail” at DC. It is a playful place filled with joy and learning.

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ELENE TSOKILAURI CLASS OF 2016



Student Profile

Senior Elene Tsokilauri began playing tennis when she was seven and quickly fell in love with the sport for both its independent and competitive nature. Elene explains, "I love the idea that if you work hard, the results will come, no one else can be blamed for your outcome." Although her young self was unaware of it at the time, tennis would soon become one of the most significant parts of her life.

Over the next several years, Elene continued to display tremendous talent in her sport. The start of high school brought about an intensified training regimen when she enrolled at Evert Tennis Academy, a Florida boarding school dedicated to developing talented tennis players. Later, she enrolled at Sanchez-Casal Academy, a similar school also located in Florida.

At these prestigious tennis academies, Elene's training schedule consisted of four hours of tennis practice and two hours of conditioning every day. Although she attended some regular classes, much of her schooling was completed online due to the extensive amount of traveling required for tennis tournaments. As one of the top tennis players in the country, Elene was recruited by countless colleges, giving her a large pool of schools from which to choose. Her criteria, however, were quite specific: she wanted a school that competed in a strong tennis conference, had excellent academics, and was not too far from her home in Newtown Square. While visiting Boston College, Elene immediately fell in love with the ACC school and soon committed pending her high school graduation.

With college settled, Elene still had another big decision to make: would she continue to train in Florida or return home for her senior year to attend a traditional high school? She decided to look for a traditional school with a rigorous academic curriculum in order to prepare herself for her next four years at Boston College. Being Newtown Square residents, her parents knew of DC and after investigating several schools, decided it would be the best school for Elene.

After recently completing her first semester at DC, Elene was able to look back on some of the best and most challenging aspects of her transition into a traditional high school. Regarding challenges, Elene had been used to a more flexible academic schedule at her old schools. Once at DC, however, she had to

adapt to the more time-constrained curriculum by learning better time management skills, an asset that she will gladly take with her to both college and her life beyond.

One of her most gratifying experiences at DC so far was being able to be a part of the varsity tennis team. She notes that it was both her great teammates and supportive coaches that made the season so enjoyable. The team also loved playing with Elene, not only because of her immense talent but also because of her humble attitude. "Everyone knows she's the best tennis player in the state," comments junior and fellow teammate Ciara Mullen, "but she never acts superior because of it." Posting an impressive overall record of 18-0, Elene flew through the regular and postseasons with ease. She eventually advanced to the state tournament where she went undefeated in her four matches, bringing home the state title. She is one of only two individuals in all of DC's history to win a state championship.

Elene is also grateful for the welcoming atmosphere she found at DC from students and faculty alike. The compassion and generosity of the school community made her transition so much simpler, and allowed her to make countless friendships that will last far beyond high school. Elene does not plan on forgetting the academic and biblical principles that DC has taught her. One of the most significant things that she has learned during her short yet impactful time at DC is that there will never be a point in time where she will have become "perfect." As explained in the Scriptures, human beings are flawed, and are in constant need of Christ. As a result of this, there is, and always will be, a need for her to keep all aspects of her life in check, the most important being that of her spiritual well-being. "I have made a commitment to both myself and to God to constantly strive to be as Christ-like as possible," says Elene, "and I fully intend to keep that commitment for the rest of my life."

By RonnieMarie Falasco, Class of 2017

CHRISTIAN YANES CLASS OF 2017



Junior Christian Yanes has attended DC since the first grade. Over the past ten years, he has proved to be a natural leader and a good friend to many making him an integral part of the student body.

Christian is highly dedicated to academic excellence. His desire to challenge himself is apparent in his junior class schedule which consists of AP U.S. History, AP English Language, AP Physics I, and Honors Probability/Statistics, four of the most rigorous courses offered at DC.

He is also a member of the varsity soccer and basketball teams and spends an extensive amount of time practicing and training for both. Although Christian loves playing legitimate games, he knows that practices are just as, if not more, important; it is at practices that mistakes are fixed and tweaks are made. Always striving for perfection, Christian remarks “It’s awesome to have the opportunity to go through all of the hard, grinding work with a group of guys, and then be able to leave it all out on the court or field with them.”

As many of his friends know, Christian is almost always doing something involving music. Friend and fellow junior Cody Moorhatch says, “If you ever hear someone singing or playing an instrument during school, there’s a good chance that it’s coming from Christian.” In addition to singing, Christian plays the piano, drums, guitar, and saxophone. He is a member of the Concert Band, the Concert Choir, and the Knight Tones select choir and often leads the high school worship team during chapel. Despite his already phenomenal musical talent, Christian continues to practice every day, always aiming to improve his technique and skill.

In spite of his busy days, Christian strives to maintain balance by using time management skills and by remaining focused on his life goal, which is to glorify God through all his endeavors. Aware that God is the one who blessed him with his astounding gifts in music, athletics, and academics, Christian avoids basking in his own earthly glory and success. He explains, “I enjoy being able to give the glory to God through anything and everything that I do, and have others be blessed through it as well.” Christian’s unconditional devotion to God is unmistakably evident in the way that he serves the DC community. Having been at DC for eleven years, Christian has made numerous

lifelong relationships with both students and faculty, and has created countless memories. It is because of these things that Christian desires to participate in activities like the worship team: “I love having the opportunity to give back to the people who have shaped me into the person that I am today.”

Even in the midst of adverse trials in his life, Christian has been able to find means by which to glorify God and learn more about Him. One of the most troubling of these setbacks was the tearing of his ACL and both medial and lateral menisci during the summer of his sophomore year. At the onset of the injury, Christian could not help but be frustrated; having to sit the bench during both the soccer and basketball seasons. During the summer before his junior year, after strenuously working for months to strengthen the repaired muscles, he re-tore one of his menisci, causing him to miss a majority of the following soccer season as well. As the injury continued to drag on, however, Christian’s frustration settled and a peaceful realization came over him: if he simply put his trust in God, despite how trivial the situation became, and exercised patience, God’s plan for this setback would become apparent to him. He also became extremely grateful to all of those who had continually prayed for and reassured him throughout the injury. “Without those encouragements, I wouldn’t have had the burning motivation to come back stronger,” explains Christian. “Even though I’m still getting back into the flow of things, I couldn’t be happier.”

Following his graduation from DC, Christian hopes to study orthopedics or sports medicine, two areas of medicine now familiar to him due to his recent injury. As for sports and music, Christian insists on continually being involved with them in some way or another. As two of the most impactful parts of his life, they have allowed him countless opportunities to learn about and glorify God, and he wants to ensure that they do not come to an end. As Christian describes, “Knowing the amount of happiness that music and sports have brought me throughout my life, I don’t ever want to give them up.”

By RonnieMarie Falasco, Class of 2017

Campus News

COMMUNITY SERVICE

Food Drive Blesses Many



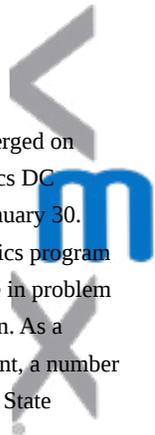
Over fifty families received food boxes this Thanksgiving through the generosity of our elementary students. Elementary Student Life Coordinator Mr. Kevin McIntyre organized the division-wide effort to collect canned goods and staples for families served by Christs Church in South Philadelphia.

A number of students and their parents helped package the food into Thanksgiving meal boxes and traveled to Christs Church to deliver their donations and meet with members of the local community. This annual service project at the elementary school is a valuable experience as our students grow in their understanding and application of biblical servanthood.

SCIENCE IN ACTION

DC Host to VEX Robotics Tournament

Over eighty middle and high school teams converged on DC's Upper Campus for the annual VEX Robotics DC Knights Qualifying Tournament on Saturday, January 30. DC offers a robust middle and high school robotics program which affords students the opportunity to engage in problem solving, creativity, collaboration, and cooperation. As a result of their performance at the VEX tournament, a number of DC students qualified for the March 2016, PA State Championships.



OUTDOOR EDUCATION

Devon Campus Receives Wildlife Habitat Certification

DC's thirty-three acre Devon Campus recently received the Wildlife Habitat Certification by the National Wildlife Federation and the Delaware Nature Society.



This certification recognizes our elementary school's efforts to create school grounds that improve habitat for birds, butterflies, frogs, and other wildlife by providing essential elements needed by all wildlife – natural food sources, clean water, cover, and places to raise young. Certification also makes the campus part of the Million Pollinator Garden Challenge, a national effort to restore critical habitat for pollinators.

The Devon Campus is home to diverse wildlife including fish, frogs, snakes, many species of song birds and birds of prey, Canadian geese, rabbits, groundhogs, red fox, and white tailed deer. This array of wildlife coupled with the woods, stream, pond, and other natural features on campus provides the perfect setting for educating students outdoors. DC's Elementary Principal, Mrs. Joy Ludwig, has led the way in expanding the use of outdoor education at the Devon Campus. She notes, "The Lord has blessed DC with a beautiful campus in which to educate our students. By promoting outdoor education, we are providing opportunities for students to experience the handiwork of God first hand."

Learn more about DC's elementary outdoor educational programs at dcs.org/outdoor.

COMMUNITY

Coming to Campus

Author and University of Pennsylvania Law School professor David Skeel will be the speaker at our next Renewing the Mind lecture series. Mr. Skeel will discuss his latest book, *True Paradox – How Christianity Makes Sense of Our Complex World*. Join us for what promises to be an important and engaging presentation.

Event Information:
**Wednesday, Feb. 24,
7:30pm**

**The DeMoss Center for
Worship and the Arts.**



THE ANNUAL FUND

DC 5K Raises Over \$5,000

The annual DC 5K and One Mile Fun Run/Walk kicked off our Saturday morning Homecoming festivities. Thanks to the 150 school families, alumni, and neighbors who participated, this year's race raised over \$5,000 for The Annual Fund for DC.



STUDENT LIFE

DC Basketball Teams Capture Invitational Titles

Congratulations to the varsity boys and varsity girls basketball teams on winning DC's 51st Invitational Basketball Tournament in December. The boys defeated 2014 champion Gloucester County Christian and the girls defeated Atlantic Christian School to capture first place in tournament play.



Student Musicians Receive PMEA Honors

Four students were selected by the Pennsylvania Music Educators Association to participate in district and regional performances. Senior Natalie Marziani placed first among all oboists and represented DC in both the PMEA District 12 Band and Orchestra festivals held in January. For the second year in a row, junior Cody Moorhatch was selected as the piano accompanist for the District 12 Chorus. Cody advanced through districts to regional competition in 2015 and both he and Natalie are looking to advance to regionals in 2016. Sixth graders Peter DeWall and Ella Hines were selected to participate in PMEA's Delaware County Intermediate Band Fest. Playing trumpet and clarinet respectively, Peter and Ella were among 120 students from elementary and middle schools who participated in the January festival. Peter and Ella were the only non-public school students to participate in this event.





MARY POPPINS

March 4 - 5, 11 -12

TICKETS ON SALE MID-FEBRUARY
@ DCCS/ORG

Bring out the whole family to enjoy
one of the best musicals ever!

33% OF HS STUDENT BODY
INVOLVED IN THE PRODUCTION

60
STUDENTS
IN THE CAST

50 STUDENTS IN PRODUCTION
SUPPORT ROLES:
TECH, STAGE CREW,
SET BUILDING &
ORCHESTRA



EXCELLENCE IN THE ARTS

Concert Choir Voted Best in Philadelphia Choir Competition

For the second time since 2013, DC's concert choir captured first place in the popular 101.1 More FM Christmas Choir Competition. After reviewing over 100 entries from high schools in the greater Philadelphia area, the judges selected DC's choir as one of nine semifinalists. The station conducted online voting in a semi-final and final round, with DC's performance of the traditional carol *I Saw Three Ships*, coming out on top.

As winners, the eighty member choir received \$5,000, performed live on 101.1 More FM and also performed at the Kimmel Center for the Performing Arts as part of The Philly Pops' Christmas Spectacular. The choir was also featured on NBC10 news on Christmas Eve.

Congratulations to Mrs. Bussey, sophomore flutist Anna Snyder, and the entire eighty member concert choir on this accomplishment! Thank you as well to the many students, faculty, staff, family members, alumni, and friends of DC who voted on behalf of the choir in both semi-final and final rounds.

Listen to the choir's winning song at dccc.org/choral



Football Team Wins First BAL Title

It was a season to remember for Coach Drew Pearson and his varsity football players. The team finished with an impressive 9-2 record that included the program's first ever Bicenntennial Athletic League title after an exciting 41-17 win over previously undefeated New Hope-Solebury. Although they were unable to retain their 2014 Division 1-A title after a tough loss to Bishop McDevit, the team is already setting their sights on winning both the league and district titles in 2016.



Coaches and Players Receive BAL Honors

Congratulations to varsity girls soccer coach Bill Neef and varsity football coach Drew Pearson who were named BAL Coaches of the Year.

Additionally, over twenty of our fall athletes received BAL First Team and/or Player of the Year Honors.

MS Play

In November, the middle school theatre department presented a delightful production of *The Secret Garden*. Attention to detail in set and costume designs along with a strong cast of twenty plus students, including eighth grader Lilly Fischer and seventh grader Michael Rhine (both pictured below), made this show one of DC's best middle school productions in the program's history.



OUTREACH

Sharing the Sweet News of Christmas

DC's Christmas Cookie Outreach blessed over 175 neighbors and businesses in our community. Many parents, teachers, staff members, and students baked dozens of cookies for this annual school tradition that helps spread the sweet news of Jesus' birth.

Faculty News & Notes



Faculty Members Present at the National Science Teachers Association Regional Conference

Science teachers Ross Gunderson and Robin Zecca led workshops at the National Science Teachers Association Regional Conference in November, 2015. Robin led a workshop along with Dayna Torrieri '07 entitled "Middle School Madness?!" in which they presented classroom-tested middle school labs and activities. Ross presented two sessions, "Teaching Engineering with the Staple Light Bulb Challenge" and "Bringing Medical Imaging into the Physics Classroom." The first session recapped his 2015 Materials Engineering J-Term course where students were given an ordinary staple and power supply and asked to make a light bulb. His students' creative thinking and unique use of technology won them first prize in the Venier Software Company's national competition for high school science classes. In his second workshop, Ross shared many of the hands-on activities he uses in his physics course to provide students with a better understanding of medical imaging technologies including x-rays, CT scans, MRIs, and PET scans. Regarding his presentations at the conference, Ross noted "Presenting is not only about giving back. I gain just as much from listening to my peers. I always come away with new ideas to use in my classroom."

Faculty Weddings



High school history teacher Mike Skaer married Renee Henley in an outdoor ceremony on the evening of July 10th at White Chimneys Estate in Gap, Pennsylvania. Many friends and family gathered to witness the covenant and celebrate with tasty food and dancing! Mike and Renee note that reading the vows they wrote for one another was their favorite part of the beautiful day.



DC teachers Rachel Mackin and Joel Kamm announced their engagement last June and were married on November 21, 2015.

HIGH ENTHUSIASM & HIGH EXPECTATIONS

KATIE KLING IGNITES A PASSION FOR LEARNING

Ask students about teaching styles that foster a passion for learning and you are sure to hear about the energetic Ms. Katie Kling. Ms. Kling, in her third year of serving at DC, teaches 9th grade ARCHE, which is an integrated history, Bible, and English course. What is it about Ms. Kling's teaching style that resonates with her students and ignites a passion for scholarship? According to 9th grader Caleb Chung, "She brings a certain kind of energy to our class that gets us all excited about learning." This excitement was witnessed as students collaborated to generate chants and jingles about the city-states they were studying. Similarly, their learning about mummification came to life as they simulated the steps of preparing a body for burial.

In addition to possessing a contagious enthusiasm for learning, Ms. Kling upholds a rigorous academic environment, calling students to push themselves beyond what is easy, to engage in productive struggle, and to meet high expectations. One way Ms. Kling enacts these high expectations is through her excellent questioning techniques. Her provocative questions challenge; they are deep, interesting, evaluative, and analytic; and they make students think. She asks: "What do you think about this? What is truth? What is beauty? Alexander the Great - Was he really great? Was he great from a Christian perspective?" Her questions move beyond simple recall and get to the heart of critical thinking, challenging students to wrestle with complexity.

When asked how she consistently maintains her enthusiasm, Ms. Kling notes "The joy I exude in the classroom comes from Christ; the desire I have to engage students with history comes from the desire to invest in their lives and lead them to truth." As her students can attest, her deep love of Christ, for learning, and for her students ignites a passion for Christian scholarship that challenges them to reason, articulate, and seek truth.



Alumni News & Notes



Eusey '95



Calderwood '97



Todd '00 & Prettyman '04

'86 Doug Hayes '86 was recently ordained as an elder pastor at Covenant Fellowship Church in Glen Mills, PA. He is the Executive Director of Covenant Mercies, a nonprofit organization that exists to serve orphans in collaboration with indigenous local churches in the developing world.

'87 Peggy Carlson '87 was recently promoted to Vice President for Development Programs at Partners of the Americas. In this role, Peggy manages anti-child labor, youth employment, and environmental programs throughout Latin America, the United States, and the Caribbean. She provides oversight to agriculture, nutrition, and food security programs in these regions as well.

'92 Tim Kennett '92 and his wife Amber recently adopted a son, Caleb, who was born in June, 2014. Caleb joins big sister Makayla, aged nine, and brings much joy and energy to the Kennett household.

'95 Matt Eusey '95 and his wife Karyn announce the birth of their daughter, Dorothy Marie, born on August 27, 2015. She joins siblings Stephen, Luther, and Genevieve. Matt is the pastor of Trinity Church Central Oahu in Kapolei, HI.

'97 Joni Calderwood '97 and Jonathan Mindrebo were married on October 24, 2015 at Great Valley Presbyterian Church in Malvern, PA. Their bridal party included Jamie Calderwood '03, Kristen Dill Levis '92 and Alison Levis (Class of 2018). Jon and Joni are residing in Montgomery, New Jersey and are both employed at Timothy Christian School in Piscataway, NJ where Jon serves as the school's Business Manager and Joni serves as the Director of Curriculum and Instruction.

Dan Correia '97 is currently teaching biology at Overbrook High School in West Philadelphia. He is enjoying the challenge of building relationships with his students and is grateful for opportunities to share the gospel with them.

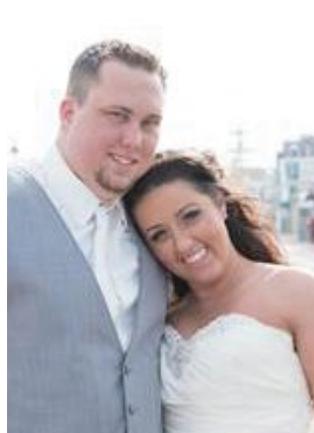
'00 Gary (Jim) Todd '00 and **Sarah Prettyman '04** welcomed a baby girl, Louise Speers Todd, on April 21, 2015. Jim is employed by the United States Postal Service and Sarah is a sales representative for Element Risk Management. Their family is currently residing in Ardmore, PA.



Nixon '04



Falcone '05



Phillips '06



Hall '08

'03 Josh '03 and Natalie Habbershon Holmes '07 welcomed their daughter, Lorelai Hartley Holmes, on October 15, 2015. They currently reside in Haverford, PA. Josh works at Teknion as a District Manager and Natalie is employed by the John Templeton Foundation in communications.

Garrett Davis '03 recently signed on with Warner Bros. Animation in Los Angeles as a storyboard artist. He reports that this new venture has been great thus far and he expressed his appreciation to Mrs. Linda Unger for all the support and inspiration she provided him during his time at DC.

'04 Doug Nixon '04 and his wife Jessica announce the birth of their first child, Oliver Brett, born on July 17, 2015. Congratulations to new grandparents Linda and Russ Nixon '72! Doug and Jessica reside in Dillsburg, PA.

Dave Walker '04 and his wife Maggie welcomed their son, Roman James, on September 20, 2015. The Walkers reside in Chadds Ford, PA. Dave is a worship pastor at Willowdale Chapel, which has campuses in Kennett Square and Jennersville, PA.

'05 Matt Falcone '05 and his wife Dana announce the birth of their first daughter, Mia Grace, born on January 1, 2016.

'06 Tara Phillips '06 and Ian Eisenhart were married on May 1st, 2015 in Ocean City, NJ. Tara and Ian currently reside in Lansdale, PA.

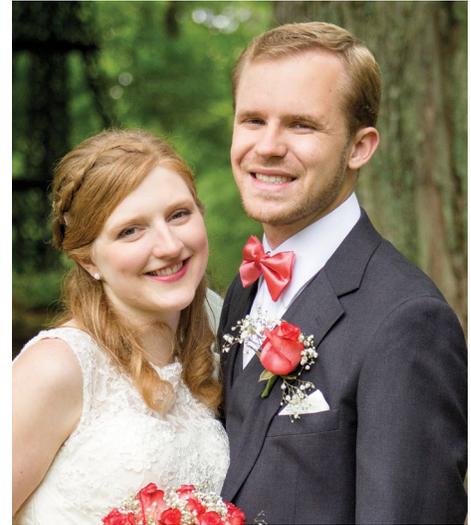
'08 Emily Tice '08 married Mark-Daniel Mitchell on Saturday November 14, 2015 in Nashville, TN. Emily and Mark first met at the wedding of DC alumna Stacy Dolan Mitchell '08 and Peter Mitchell where Emily served as Stacy's maid of honor and Mark was best man for his brother Peter. Mark and Peter are the brothers of Ethan Mitchell '11, who served as a groomsman for Emily and Mark. Other DC graduates in their bridal party included Stacy Dolan Mitchell '08, Abby LoRusso Berger '08, and Will Tice '11. The Mitchells reside in Clarksville, TN while Mark continues his work as a 1st Lieutenant within the Artillery Unit at Fort Campbell. Emily is a registered nurse and currently works in the neurology and neurosurgery intensive care unit at Vanderbilt University Medical Center.

Jordan Hall '08 is a Sports Journalist for Comcast. He and his team were recently awarded an Emmy for their ice hockey coverage at the 2014 Winter Olympics in Sochi, Japan.

Alumni News & Notes



Larson '09



King '09

'09 **Cassandra Larson '09** and Dillon Coleman were married on July 11, 2015 in Middleton, MA. DC alumni Leah LaPalombara '09 and Lauren Goebel '09 were members of the bridal party.

Zachary King '09 married Jennifer Franklund on June 13th, 2015 in Big Rapids, Michigan. Zach and Jennifer are 2013 graduates of Hillsdale College and are now residing in Phoenix, Arizona where Zach is a high school history teacher and Jennifer is an elementary school teacher. Celebrating with the Kings at a June 27th reception in West Chester, PA were Daniel King '10, David Shimp '10, Simeon Freeman, and Zach's fellow '09 classmates: John Linton, Mario Mascioli, Matt Hummel, Leah LaPalombara, Martha Mingle, Bethany Dahlstrom, Isaac Williams, Jon Sharp, Ben Pruette, Steve Siu, and Jack Newman.

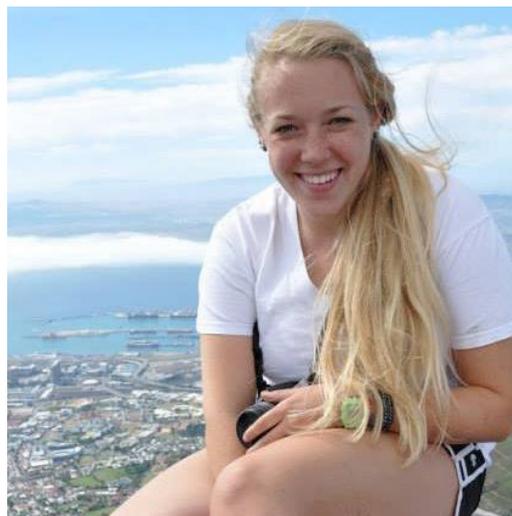
Kate Vesper '09 and Nick Mattero were married in October, 2015.

Kristen Vogel '09 earned her B.A. in Mathematics from the University of Vermont in 2014 and is currently serving with the Peace Corps in Ghana where she is teaching integrated science and information and communications technologies. Kristen has been instrumental in securing funding for a computer lab and library that serves the local community. To learn more about this project, visit the Peace Corps website and search community-library-and-computer-lab. Kristen notes, "We hope to raise the funds needed to finish this project and feel the benefits from improved literacy and technological proficiency! I appreciate your prayers! Bareka yaga zaa! (Thank you so much, in the local language, Dagaare)."

Bethany Dahlstrom '09 writes "I'd like to thank the DC community for their prayers and support whilst I was battling cancer this past year. I'm delighted to say that although I still have two years of treatment to go through, I'm currently cancer-free! My doctors encouraged me to apply for graduate school, knowing that it was my goal to go back to England to do my Ph.D. I've been accepted back to the University of Lancaster, and after suffering from kidney failure, liver failure, heart failure, collapsed lungs, and paralysis, I'm blessed to report that I'm finally back on my feet and heading to Lancaster on the 19th of September of this year to start my doctorate program! God is indeed good!"



Spiller '10 / Goebel '11



Sarah Sharp '10

'10 Lauren Spiller '10 and Blake Goebel '11 were married July 25, 2015 at Thousand Acre Farm in Middletown DE. DC alumni in the wedding party included Jill Rowan '10, Lauren Goebel '09, Jon McAleer '11, Brian Goebel '15, and Jesse Eldredge '11.

Robert Scott Cheeseman II '10 graduated from Penn State University with a degree in pharmacy and is now a first year medical student at Penn State. He is engaged to Marina Abdelsayed.

Courtney Gambrell '10 is a first-generation college student. She earned a dual B.A. in Spanish/Psychology and earned a minor in American & British Literature from Immaculata University (May 2014). She currently attends Villanova University where she is earning a M.S. in Counseling, Clinical Mental Health and is expected to graduate in May, 2016. Courtney enjoys writing poetry and reciting her work in the Greater Philadelphia Region and endeavors to use her literary expertise for advocacy. She serves as an Outreach Coordinator for Whirlwind Magazine, which was founded by renowned poet Lamont B. Steptoe in 1987. Her work has been recognized by several local publications. Of late, Courtney is helping to revitalize the youth ministry at her church home, The Chapel of the Good Shepherd, in Yeadon, PA. Courtney is enthusiastic about pursuing new opportunities, especially if her work benefits the lives of others.

Sarah Sharp '10 is participating in World Race, an eleven month missions and discipleship trip sponsored by Adventures in Missions. Through this opportunity, she and her team members will travel to eleven different countries throughout Africa, Southeast Asia and Central America where they will partner with local churches and missions organizations. Sarah notes "My Christian education from DC, coupled with my degree in geography from Penn State's Schreyer's Honors College, will really help as I serve both Christians and non-Christians around the world."

To learn more about Sarah's journey visit <http://sarahsharp.theworldrace.org>

'12 Lindsay Good '12 is currently pursuing a master's degree in occupational therapy at Thomas Jefferson University after completing three years of undergraduate studies at the University of Delaware.

Homecoming 2015 *A Winning Weekend Enjoyed by All*



Our October 16-17 Homecoming Weekend was blessed with fabulous fall weather and many fun-filled events and exciting athletic contests. Alumni in attendance participated in a friendly men's soccer scrimmage and flag football game on Friday evening. Others laced up their sneakers on Saturday morning for the DC 5K and 1 Mile Fun Run to support The Annual Fund. Several reunions, plenty of athletic contests and other festivities provided additional points of connection for alumni.

SAVE THE DATE FOR HOMECOMING 2016

October 21 - 22, 2016

Watch for more onfo in the next issue of *Keynoter*

Homecoming 2016



Football



Soccer



Food Truck



Powder Puff



Alumni Soccer

Alumni Around the World

CONFIRMING A LIFE'S CALLING IN CROATIA

GRACE SCHEAFER '12

Grace is currently a senior biochemistry major at Eastern University's Templeton Honor's College which requires all students to study abroad for one semester in order to develop global awareness, broader perspectives, and empathy towards differing points of view. Since Grace plans to attend medical school next fall, she chose a study abroad option with GapMedics, a program with several locations in Europe, Africa, and Asia. This option allowed her to immerse herself in medicine while still fulfilling the program's requirements. She notes, "Thanks to AP classes that I took

at DC, I didn't need to earn a certain amount of credits in order to maintain a May graduation, so instead of spending the semester at a foreign university, I was able to spend the semester interning and shadowing doctors."

Grace interned with GapMedics in Pula, Croatia, which is located on the southern tip of the Istrian peninsula. During her time there she rotated through six specialties that included: general and abdominal surgery, obstetrics and gynecology, orthopedics



and traumatology, ear/nose/throat, pediatrics, and cytology. She observed approximately fifty surgeries, several small procedures, and spent time with doctors during their office hours. She also learned to read EEG brain scans and fetal ultrasounds, perform blood counts, and analysis of abnormal cell samples. Grace recalls "My time in the Pula hospital reinforced my love for medicine and the desire I have to impact others through medicine. Spending so much time in the hospital made me want to pursue this field of study even more, since I saw how much of an effect doctors can have on their patients."

After returning from Croatia, Grace

returned to Eastern's campus to rejoin a team of student researchers currently studying HsvA, a protein involved in the virulent nature of *Erwinia amylovora*, which is a plant pathogen that infects apple and pear trees. This research includes kinetic assays and high performance liquid chromatography in an effort to further understand enzyme specificity. Her team hopes to have their research published this spring.

DC CONNECTIONS ABOUND ON MISSIONS TRIP TO CZECH REPUBLIC



Pictured: Carolyn Landman '88, Yvonne Coleman Miller '74, Rachel Mackin Kamm, Liz Fisher Kasik '98, Dean Specht '77, Not pictured: Janet Wallin.

Participants on a recent short term missions trip to the Czech Republic sponsored by Church of the Saviour included alumni Yvonne Coleman Miller '74, Dean Specht '77, and Carolyn Landman '88, current DC teacher Rachel Mackin Kamm, and alumni parent Janet Wallin (mother of Megan Wallin '09). This group and their team staffed an English Camp organized by a native Czech and husband of Liz Fisher Kasik '98. The camp provided wonderful opportunities to share the gospel and show God's love and relevance to the Czech people. Yvonne noted, "This was a great trip and it was so cool that out of ten team members, six of us were connected to DC in some way."

ALUMNI WHO CALL NICARAGUA HOME

DAN TURNER '08

Several months after being denied a visa to teach in Nigeria, Dan Turner '08 stumbled upon a job posting describing an urgent need for a physics teacher at Nicaragua Christian Academy. Dan remembered meeting some fellow Calvin College students who were NCA graduates and was intrigued by their stories of growing up in Nicaragua. Dan writes, "Teaching high school physics had always interested me. Although I switched majors from physics to physical education after my freshman year of college, I decided to apply anyway and received a reply within fifteen minutes. In a wonderful whirlwind of events the Lord showed me the next step that I was to take. A week later I was in Nicaragua."

Dan was tapped to teach at NCA's International Campus, where all instruction is in English. The student body of NCA International is about 50% Nicaraguan, 40% North American, and 10% Korean. Dan notes "The fact that this community is made up of so many different cultures and backgrounds gives it an incredible depth of character and creates a wonderful picture of the Kingdom of God. After teaching physics for one year, I switched to teaching elementary physical education.

If the Lord challenged me with the content of teaching the first year, He challenged me with the managerial side of teaching my second year. Teaching elementary P.E. again this year has allowed me more time to focus on building the program. I praise the Lord often for guiding me here and plugging me into a community driven by a desire to follow Him."



Reflecting on his journey Dan notes "Throughout life we all have different experiences and challenges that shape us and the way that we think. Life in Nicaragua is no different. Pieces of it are very different from living in the United States and other pieces are very similar. What lies beneath it all is that there is a Creator and a Redeemer who loves His children and is working throughout the world to bring people to Himself. I thank the Lord for the chance to be a part of His work in Nicaragua."



ROBERT VRYHOF '00

Bob is currently living in Managua after arriving in Nicaragua in 2004. What he thought would be a three year stay stretched into over a decade of service with Partners Worldwide, where Bob currently serves as the Regional Director for Latin America and the Caribbean. Partners Worldwide is a global Christian network of business and professional people who aspire to end poverty. The non-profit seeks to use business professionals to create flourishing economic environments in all parts of the world by fostering partnerships with local community institutions to provide mentoring, training, access to capital, and developing local capacity designed to catalyze entrepreneurs and job creators.

Bob writes "I'm thankful to say that God has blessed me more than I ever dreamed this last decade and has opened my eyes to many amazing ways He is raising up people all over the world to serve the poor. Managua, Nicaragua is now home to me and I even have a family here!" He finds his work with PW very fulfilling. "With over 90 partnerships globally, we support over 50,000 small business owners that in turn employ over 90,000 people. We think that's a pretty big deal as all of those jobs are rooted in communities where a job (any job, much less a good one) is hard to come by."

Alumni News & Notes

CLASS REUNIONS

The Class of 1970 celebrated their 45th reunion on Saturday, July 11th, with a backyard barbeque at the home of Curt and Darla Eldredge, complete with great food and plenty of laughter. The group did not wrap up until they sketched out their 50th reunion plans. If all goes well, Susan Martindale Lewis and her husband will host class members on their fifty-eight foot Hatteras motor yacht, which is moored in New Hampshire. Class of '70, mark your calendars for the summer of 2020!

Top Row: Tim Chambers, Karl Evans, Scott Hill. Middle Row: Curt Eldredge, Kay VanEss Gagliardi Bottom Row: Bruce Anderson, Craig Hopson.



Top Row: Susan Whartnaby Ashworth, Linda Smoker Milbourne, Patti Gibson Wilson. Middle Row: Bill Neef, Barbara Priggemeier Rogers, Jane Knoppers Cottingham, Pam Beniston Fitzsimmons. Front Row: Bette Lownes Ferris, Beth Drinnan Myers, Bev Husmann Garber, Steve Brutsche, Padge Montgomery.

The Class of 1975 enjoyed their 40th reunion on October 17th in the Great Hall. Highlights of the evening included some time with Head of School Tim Wiens and some current DC students who happened by the Great Hall after the homecoming dance that took place on campus the same evening. Susan Whartnaby Ashworth writes “We fed a dozen or so current students who were leaving from the dance and they seemed to enjoy themselves. I told them that forty plus years from now THEY will be the ones having their reunion, and could welcome DC’s current students to share their pizza.”



The Class of 1985 celebrated their 30th reunion during Homecoming Weekend at the home of Jeffrey '83 and Leslie Tanis Pott '85 in Media. Head of School Tim Wiens stopped by to speak briefly about some new initiatives at DC. Leslie noted “What I enjoyed about the event is even though we have all taken different paths in life, everyone truly enjoyed catching up and hearing about each other's life decisions. It was pure joy to see how we have all grown up.”

L-R: Beth Privitera Celeste, Bob Clark, Linda Briscoe Clifton, Leslie Tanis Pott, Christina Little Allmer, Nancy Hussman, Paul Freeman, Debbie Irvine Martinez, Brian Pott, and Margaret Young.

Alumni News & Notes



Twenty members from the class of 1995 enjoyed their 20th reunion at Trattoria Giuseppe in Newtown Square, which was the perfect atmosphere for an evening filled with fine food and fellowship as classmates recalled many humorous moments from their school days.

Front Row: Rich Simpson, Carrie Sonstroem Geiger, Bryan Reed, Joya Landin Reed, Christie Almond Negley, Traci Todd Wilds, Carolyn Correia Martin, Kristin Proto Wisnewski. Back Row: Carolyn Simpson, Brandon McLean, Mike Boucher, Kristi Kelso Boucher, Carrie Nesbitt Brown, Julie Horne McLean, Darrell Negley, Jason Wilds, Michael Martin, Tim Hubbard, Jeff Wisnewski, & Chris Flocco.



In the true spirit of homecoming, members of the Class of 2000 gathered on Oct. 17th at Teca in Newtown Square. A great time was had by all and attendees enjoyed the company of “reunion regulars” as well as those who have not been able to attend in the past. The class is looking forward to getting together again in five years if not before.

Back Row: Poornima Kumar Soans, Eric and Aubrey Hochstuhl, Jill Schwab Gardner, Jason Betz, Erik Dutko, Mary Kaye and Dave Anthony, Chris Payson, Rachel McDonald Brown, Jason Willey. Middle Row: Kristin DiCanzio Betz, Lindsay Hall McGowen, Ishbara Acosta Dutko, Angela Kolowitz Payson, Matt McGowen, Dave Gardner, Jennifer Fling Grush, Devon Montgomery Willey, Brett Stevens. Front Row: Thad Grush, Heather Holmes Drew.

The Class of 2010 reunited on December 26th at The Landmark Americana in West Chester, where former class president Nick Masicoli warmly welcomed approximately 35 class members to their first official reunion. Classmate Courtney Gambrell notes “Most discussions were sparked by inquiring: ‘How have you been?’ Answers to this question included narratives about degree completion, deliberation about employment, updates on engagements and marriages, as well as life in general in our post high school graduation years. It was amazing to reconnect with one another and witness how the Lord has allowed us to grow.”



Alumni Parent *Eugene Vickers* Celebrates

100 YEARS

November 11, 2015 marked the 100th birthday of alumni parent Eugene Vickers. Mr. Vickers is the father of one of the thirty-six families that helped establish DC in 1950. In addition to a forty-three year career at Philadelphia College of The Bible (now Cairn University). Mr. Vickers also worked part-time as a real estate agent to help his family afford the cost of a Christian education. In 1955, Mr. Vickers assisted with the purchase of the George Strawbridge estate, which allowed DC to move from Grace Chapel to its permanent home and present day Upper Campus location.



Mr. Vickers stands with Head of School Tim Wiens, to address the 1,000 plus students, faculty, staff, parents, grandparents and alumni attending All School Thanksgiving Chapel.

Mr. Vickers served three years of active duty in the US Navy during World War II as a signal officer on the USS Panamint, which was the flagship during the Okinawa operations that included the capture of Okinawa and Ie Shima islands. He also participated in the battles of Iwo Jima and New Guinea. Since his 100th birthday coincided with Veterans Day, he was asked to serve as the Grand Marshal of the Veterans Day Parade in Media, PA.



Eugene Vickers, with daughters Betty Jean Vickers '60 and Barbara Vickers '65

Eugene and his wife Betty, who went home to be with the Lord in 2008, are the parents of four daughters, Betty Jean Vickers Park '60, Barbara Vickers '65, Brenda Vickers Aungst '68, and Beverly Vickers Sparling '75. Granddaughter Heidi Moore Mottin graduated from DC in 1992. Eugene shared recollections from DC's early years as well as his testimony regarding God's faithfulness in his life at All School Thanksgiving Chapel on November 24th. His presence and stories made a deep impression on the many members of our current school community who were in attendance.

We are grateful to Mr. Vickers for his longstanding commitment to the work and ministry of Delaware County Christian School.

Pictured below: Mr. Vickers with Ken Tanis, and Steve Dill, former Heads of School.



Inaugural *Alumni of the Arts Night* Kicks Off 2016

Over twenty alums gathered in The DeMoss Center for Worship and The Arts on Saturday, January 2 to present a two-hour line-up that included vocal, instrumental, dance, poetry, and short-film presentations. The program demonstrated a deep level of talent and a deep love for the arts possessed by so many of our alumni. The event was enjoyed by all who attended and was such a success that plans for a 2017 event are already being discussed with an expanded representation of alumni visual arts.

The evening was organized and promoted by senior Grace Newman in conjunction with Mr. Andrew Smalley and the Alumni Office. Participants included the following alumni: Linda Lownes Hytha '77, Chuck Grieb '85, Craig Tanis '87 and his daughter Katy, Class of 2018, Elrena Evans '96, Ashley Wehmeyer Grigoriou '04 and her husband Tino, Mario Canavarro '08, Rachel Milowicki '09, Sasha Dubyk '10, Courtney Gambrell '10, Bryn Elcock '12, Alex Morra '12, Becca Hughes '13, Brad Warmhold '13, Drew Darby '14, Robert DiBartolomeo '14, and Alex Payne '14. There were many highlights in the evening including a favorite scene from DC's 2008 production of *The Music Man*, featuring Mario Canavarro and Rachel Milowicki.

A special performance of the Knight Tones favorite, *Precious Lord*, was performed by alums Alex Morra '12, Becca Hughes '13, Rachel Anstatt '14, Robert DiBartolomeo '14, Alex Payne '14, Colin Campbell '15, Lydia Erickson '15, Drew Mueller '15, Hannah Schaafsma '15, Graham Smalls '15 and current Knight Tones members Michael Alford, Class of 2017 and AnnaBeth Corson, Class of 2016. Behind the scenes for the evening was a stellar alumni tech crew that included Alex Hochstul '10, James Kurtz '11, Caleb Olshefsky '11, Ian Botes '12, Jack Currie '13, Monica Olshefsky '13, Trevor Stephens '14 and Sara Schoenlank '15. Special thanks to pianist Carson Atlas, Class of 2019, for accompanying many of the performers.



Alumni Profile

Senior and Student Prefect Grace Newman recruited big brother Jack Newman '09 to speak at a recent high school chapel to share things he has learned since graduating from DC.

Jack graduated from Eastern University's Templeton Honors College in 2013 and is now a writer for The American Bible Society, a Philadelphia based non-profit dedicated to translating, printing, and distributing the Scriptures to areas of the world in most need of God's Word. He also serves as the managing editor of ABS's Record Magazine.



Jack Newman '09 at the new headquarters of The American Bible Society located on the Independence Mall in downtown Philadelphia. He and his wife Stephanie live in Berwyn, PA.

LOOK OUTSIDE OF YOURSELF

When I was asked to share some thoughts about what I've learned about "living beyond yourself" since graduating from DC, I realized everything I wanted to share with you makes me sound like a crotchety old man, where I sort of start a sentence with "When I was in high school, blah blah blah..." But I am going to embrace the crotchety old man inside me (I'm gonna' roll with it) and share three lessons I've learned since high school - all related to this theme of living beyond ourselves or, as I'll put it, looking outside of ourselves. I should note, these are not lessons I learned because I graduated from high school and college and have arrived on the solid ground of "the real world", whatever that is. Rather, I hope these are lessons you'll learn more quickly than I did. (I'm still learning them myself!) And I suspect some of you have already learned them, because you're wiser than I am. But over the last ten years since I was a freshman at DC, I've spent an inordinate amount of time thinking and planning and hoping and praying and fretting about MYSELF. And this habit has caused me a good deal of anxiety and discontentment about my place in the world. Maybe you relate. And so the title of my message is this: *Look outside of yourself; it's the only way.*

CROTCHETY OLD MAN LESSON #1

When I was in high school, I thought my life was heading towards fulfillment at some point in the distant future. As I already mentioned, I spent far too many hours anxiously worrying about what I would wear, who I would marry, and how I would make money. I was wrong. The life we live day by day should not be spent pining for a future that is yet to come. Each day we should be grateful for what we have been given and devote ourselves to that.

In Tolkien's *Fellowship of the Ring*, Frodo anxiously wishes for a different life than the one he has when he faces the enormous task of bearing the ring in the face of great evil. "I wish it need not have happened in my time," he says. "So do I," said Gandalf, "and so do all who live to see such times. But that is not for them to decide. All we have to decide is what to do with the time that is given us."

Two Bible verses have reminded me of this truth over and over again. They may be familiar: In Psalm 118:24, the Psalmist delights in the salvation of the Lord saying: "This is the day that the Lord has made. Let us rejoice and be glad in it." Matthew 6:33-34 says, "Seek first the kingdom of God and his righteousness, and all these things will be added to

you...Do not be anxious about tomorrow, for tomorrow will be anxious for itself. Sufficient for the day is its own trouble." These verses remind me that my life is not to be lived restlessly striving for some future reality that I construct for myself - Just wait until the weekend...Just wait until Christmas vacation...Just wait until I ask her out... Just wait until that college accepts me... Just wait until I'm married...Just wait until I find the right job. Instead - our present life is to be outwardly oriented towards a sovereign Creator God who made all things from nothing, accomplishes salvation, builds his kingdom, and graciously gives them all to his children as good gifts. And what's our appropriate response to good gifts? Thanksgiving, of course.

In his book *Ordinary*, Michael Horton notes that, "at its heart sin is the eclipse of thankfulness toward God (Rom 1:21). Why thankfulness? Because rather than seeing ourselves as self-creators who chose our own identity and purpose, the biblical worldview tells us that we are on the receiving end of our existence. We are beholden to someone else. Our life is a gift from God, not our own achievement. And our ingratitude is the clearest expression that we have idolized ourselves."

So, look outside of yourself; it's the only way to be thankful for the life you've been given today.

CROTCHETY OLD MAN LESSON #2:

When I was in high school, I tended to view my education as a trail to be blazed en route to my dream job. I was wrong. Our education is not, strictly speaking, a useful path to the land of professionalism. It is not a means to an end. And that's good news. The best parts of your education will be completely useless.

Last week in the *Chronicle of Higher Education*, Rebecca Eggenschwiler insisted that all of us should stop asking the question, "When am I going to use this?"

Our obsession with utility - and our childish demands for it to reveal itself immediately lest we "waste" a precious second of our time that could be better spent watching Netflix - reveals our ugliest selves.

Consider the narcissism involved here. This question implies that its askers can see the future in a way that those around them cannot. Some even believe that within themselves they hold every secret to a fulfilling and successful life. Nothing will be unexpected or surprising in the lives of these seekers and so they will truly discover nothing. It is quite sad that they are so sure about the realities of life - they are so absolutely certain that no mysteries will come their way - that they miss everything.

I spent my time at DC studying literature with Mr. Favino, history with Dr. McFarland, theater with Mr. Smalley, art with Mrs. Unger, and music with Mrs. Bussey. I can't articulate for you how much, on a daily basis, I use so much of what I learned from all the books and all the lessons. I hope, pray, and strongly suspect that these disciplines make us more human, more Christian. They are preparing our hearts for the unexpected mysteries that will come our way...especially the mysteries unveiled through Christ.

So look outside of yourself; it's the only way you'll ever truly learn anything.

CROTCHETY OLD MAN LESSON #3

When I was in high school, I tended to view the Gospel of Jesus Christ as a box that I checked in the past, a code of conduct for

the present, and a Christian ministry by which I would bless other people in the future. I was wrong of course. The Gospel is not something we move beyond, it's not the DC code of conduct and it's not a program by which we get to bless other people. The Gospel is Good News for YOU and for the world.

Let me share a couple stories:

Story #1: Cabin talk at DC retreat: What are we learning about? The death of Christ and its meaning for our lives.

Students respond, "We've covered that! That was one of the

first things I ever learned! What's left to talk about?" And perhaps some of you feel the same way.

Story #2: I work at a Christian company and we have weekly devotionals led by a staff member. Nine times out of ten, the verses shared are classic Hallmark card Bible verses: "I can do all things through Christ who strengthens me!...

God works all things together for

good...I know the plans I have for you..." etc.

But yesterday at our devotion time, a guy I work with named Chuck stood in front of the entire company and said, "I love positive, uplifting Bible verses as much as any of you," And he opened his Bible and said, "but today I'd like to read Romans 3." And with tears in his eyes he read:

"None is righteous, no, not one; no one understands; no one seeks for God. All have turned aside; together they have become worthless; no one does good, not even one. Their throat is an open grave; (Try putting that one on a greeting card). They use their tongues to deceive. The venom of asps is under their lips. Their mouth is full of curses and bitterness. Their feet are swift to shed blood; in their paths are ruin and misery, and the way of peace they have not known. There is no fear of God before their eyes."

And Chuck, who had been reading this passage thinking of himself, looked up and said something that I think needed to be heard at a place called "The Bible Society." He said, "The **only** reason the Bible gives us comfort is because of the **undeserved** mercy of God."

So look outside of yourself; it's the only way to find peace with God.



ANNUAL
REPORT
2014-2015



DELAWARE COUNTY
CHRISTIAN SCHOOL

A Letter from the Board of Trustees



As we reflect on our sixty-fifth year of Christian education at Delaware County Christian School, we are once again reminded of God's faithfulness. Our school verse for 2014-15 expresses it best: "Let us hold unwaveringly to the hope we profess, for He who promised is faithful" Hebrews 10:23. God indeed has been faithful to our school as we educate students who will serve him and impact the world with biblical thought and action.

This past year witnessed students impacting the community and world through a variety of activities: six athletic teams competed for league or district championships; the concert choir traveled to Orlando, Florida to compete and place in the Festival Disney Choir Competition; and graduating seniors had a record number of early admissions and admission to top tier colleges and universities, including Christian, Ivy League, private liberal arts, research and large state institutions.

Under Dr. Wiens's leadership, the 2014-2015 school year also saw the completion of the first year of the school's three-year strategic plan. The year was marked by many hours planning for the implementation and launch of SAIL, one of the plan's cornerstones. As part of the strategic plan, six revised core values were implemented, each of which embody our commitment to the Lord and to Christian education - Rooted in Christ, Excellence, Community, Scholarship, Servanthood and Impact.

Other major initiatives include improving the academic program, improving the campus facilities, advancing admissions, marketing and development, and creating a more coherent Christian community of current families and alumni.

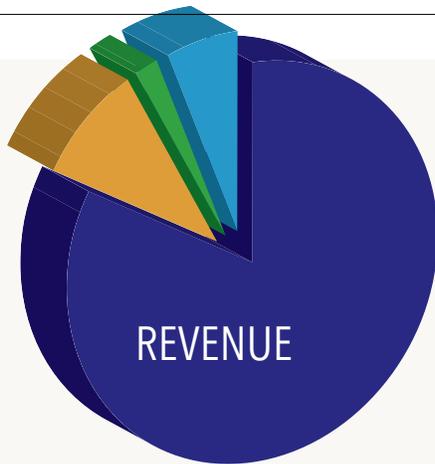
Along with advances and achievements, the 2014-15 year brought its share of challenges. Financial challenges included an unexpected expense for faculty and staff health care coverage, the replacement of a boiler on the Upper Campus, and the recognition of a significant expense associated with uncollectable tuition debt that had accumulated over three years. Despite the annual budgeting of a 2% contingency to cover unforeseen needs, these challenges resulted in a year-end deficit. Fortunately through God's grace, DC was able to respond to these issues.

The Annual Fund helped to mitigate the shortfall and we are grateful to God and the faithful donors for their continued provision for the school. We are also happy to report the current year is proceeding in a balanced manner.

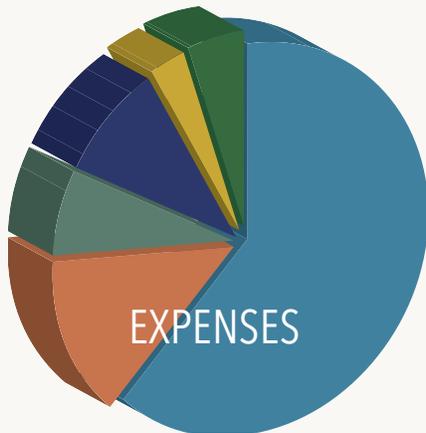
At the same time as we look back, we also look forward. We are grateful for the vision, leadership and outstanding work of the entire faculty, staff, and administration in ensuring the achievement of our mission on a daily basis. We are also confident that the Lord will continue to be faithful to the school as He builds His kingdom in and through DC's faculty, staff, students and alumni.

David Gibson
President, Board of Trustees

From the Board of Trustees



83%	TUITION & FEES
9%	CONTRIBUTIONS
6%	OTHER INCOME
2%	INVESTMENT INCOME



62%	Salaries & Benefits
14%	Financial Aid
7%	Buildings/Grounds
9%	Curricular/Co-Curricular
3%	Capital Expenditures
5%	Other Expenditures



REVENUE:

Tuition and Fees:	\$10,180,213
Contributions:	\$1,162,056
Investment Income:	\$186,189
Other Income:	\$ 773,236
Total Operating Income:	12,301,694

EXPENSES:

Salaries/Benefits:	\$7,851,208
Financial Aid:	\$1,803,252- 14%
Buildings/Grounds:	\$829,794
Curricular/Co-Curricular:	\$1,149,977
Capital Expenditures:	\$377,197
Other Expense:	\$666,227
Total Operating Expense:	\$12,677,656

Net Deficit: (\$375,962)



THE Annual FUND

PARTICIPATION:

100%
THE BOARD

72%
FACULTY & STAFF

53%
PARENTS

7%
ALUMNI

DOLLARS RAISED

\$1,120,429.00*

The Annual Fund for DC is unrestricted giving that supports school life during the current school year, including unanticipated priorities and expenses. These gifts sustain the finances of our school, along with tuition revenue and endowment income.

The Annual Fund is a vital part of our financial equation and has a lasting impact in the life of our faculty, students and entire school. What an encouragement to see God's faithfulness to DC through the giving of many.

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* Includes funds from EITC/OSTC and events

EITC/OSTC

Educational Improvement & Opportunity Scholarship

EITC/OSTC is an excellent way to support financial aid at DC. Participation in Pennsylvania's Educational Improvement Tax Credit program (EITC) and Opportunity Scholarship program (OSTC) enables businesses to direct state tax dollars directly to our financial aid program.

There is no minimum dollar amount to participate.

We are grateful for the following companies who generously participated in this program and support DC.

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Thank you to the sponsors who contributed to the success of the 5K Run and the Auction, which in total raised over \$80,000 our school.

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SCHOLARSHIP HIGHLIGHTS

The Templeton Scholarship is a merit scholarship for students entering grades 9 to 12. Drs. John and Josephine Templeton established the program to encourage capable young Christian men and women to consider service to the Lord through medical and scientific careers. Criteria for the scholarship are academic aptitude, Christian commitment and an essay pertaining to the relationship between faith in God and science.

2015-2016 RECIPIENTS

Jacob Bronkema, Thomas Chung, Elizabeth Eppright, RonnieMarie Falasco, Magdalena Harnish, Molly Harnish, Hannah Master, Taylor Mingle, Madison Rhine, Melody Schwartz, Jackson Smith, Anna Snyder, Joshua Van Meerbeke, Elizabeth Yeung

The Witherspoon Scholarship is a merit scholarship named in honor of John Witherspoon, a Scottish pastor who became the president of Princeton University and the only clergyman to sign the Declaration of Independence. Eligible students must be entering grades 9 to 12, carry a 4.2 weighted GPA and write an essay on how Witherspoon's faith influenced his political decisions.

2015-2016 RECIPIENTS

Emily Carroll, Anna Beth Corson, Benjamin Doctor, Monica Lebaudy, Natalie Marziani, Kaley Matthews, Ian Myers, Rebekah Myers, Ciara Mullen, Ryan Schaafsma, Faith Warmhold, Molly Wells

The Lynne E. Hutzal Memorial Scholarship

was established in memory of Lynne Hutzal '84, daughter of Janice (Bell) Gillen '61. Lynne went home to be with the Lord in November 2013 after a courageous 3 ½ year battle with cancer. This scholarship supports DC students and families who are experiencing serious or chronic illness, and students who have lost a parent.

2015-2016 RECIPIENTS

Amber Rose, Kameron Tucker



The Margaret and Stephen Dill Psalm 78 Alumni Scholarship

was established in honor of the Dill's 40 years of dedicated service to Delaware County Christian School. Steve and Marge have committed their lives to telling the next generation of the praiseworthy deeds of the Lord. Passing the baton of faith defined their mission as Christian educators. Keeping such a mission in view, this scholarship honors their legacy by awarding scholarship funds to the children of DC Alumni.

2015-2016 RECIPIENTS

Sara (Witmer) '96 and Joel Schuster '96 – Mikayla (7th), Kathryn (5th) and Emma (3rd)

Kelly and Ron Pennington '98 – Reed (1st)

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Proverbs 11:25

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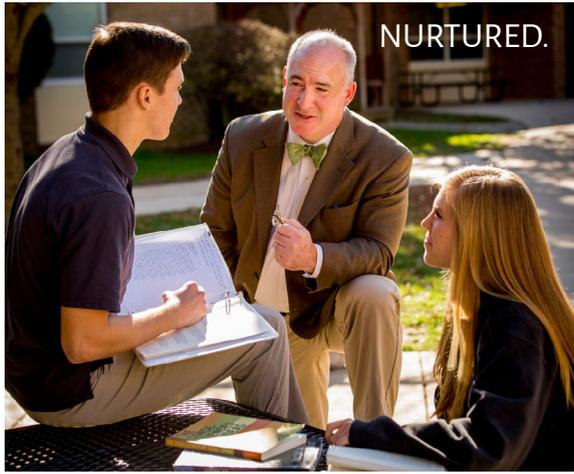


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