

**CHAPTER I: STUDENT/COMMUNITY PROFILE EXCERPTS –Including Summary**

**HISTORY**

\_\_\_\_\_ is a \_\_\_\_\_ K-12 school located in \_\_\_\_\_, a suburb of \_\_\_\_\_. The \_\_\_\_\_ is a private, parochial school operated by the \_\_\_\_\_ churches in the area, serving the youth of these churches as well as other students who desire a Christian education.

**GOVERNANCE**

\_\_\_\_\_ is governed locally by a Board of Trustees comprised of pastors and lay people elected by their churches.

**COMMUNITY DATA**

\_\_\_\_\_, where \_\_\_\_\_ is located, has a much lower median family income, lower median house or condo value, lower median age, lower length of stay before moving, lower number of rooms per house, and a significantly lower population with bachelor’s degrees, when compared to the rest of California. Rental percentage, foreign-born population, unemployment, cost of living, and families below poverty level are above the state average.

Among the most common occupations in \_\_\_\_\_ are service occupations; sales and office occupations; and production, transportation, and material moving occupations. The majority of workers work for companies (72%), some for the government (12%), and a small number are self-employed (5%). The leading industries are service industries and some manufacturing industries.

\_\_\_\_\_’s educational statistics include adults 25 years of age and older. The city’s statistics list “graduate degrees” and do not differentiate between master’s degrees and doctorates. Parents of \_\_\_\_\_ students are more highly educated than the adults comprising the local community, although a comparison between the educational levels of \_\_\_\_\_ parents at the time of the last self study and the current parents indicates that parent education levels have dropped somewhat during the past six years.

	Less Than Ninth Grade	Some High School	High School Diploma	AS/AA	BS/BA	MS/MA	PhD
Fathers–2003	3.6%	5.7%	16.6%	5.7%	24.9%	13.0%	8.3%
Fathers–2009	3.0%	8.0%	32.0%	17.0%	23.0%	10.0%	7.0%
Mothers–2003	4.8%	4.8%	7.3%	12.6%	34.3%	6.3%	5.3%
Mothers–2009	3.0%	10.0%	22.0%	21.0%	33.0%	9.0%	2.0%

#### PROGRAM OF STUDY

In the \_\_\_\_\_ educational system, curriculum is defined as all learning opportunities, both formal and informal, planned and guided by the school, the home, and the church. The curriculum in grades K-8 includes learning opportunities in Bible/Religion, Communication/Language Arts, Reading, Fine Arts, Mathematics, Physical Education, Practical Arts/Technology, Science/Health, and Social Studies. These areas contribute to the spiritual, intellectual, physical, and social needs of the students.

\_\_\_\_\_’s 9-12 academic program is based upon the graduation requirements adopted by the \_\_\_\_\_ and also satisfies the UC “a-g” requirements. The minimum graduation requirement is 240 credits (semester periods) which include 40 semester periods of Bible/Religion, 40 semester periods of English, 30 semester periods of Social Studies, 30 semester periods of Physical Education, 20 semester periods of Mathematics, 20 semester periods of Science, 10 semester periods of Practical Arts (Computer/Keyboarding), 5 semester periods of Fine Arts, 5 semester periods of Health, 5 semester periods of Work Experience, and 25 clock hours of Service Learning per year of attendance. Students must choose enough classes to complete the required 240 credits.

Students are limited in the number of elective opportunities by the large number of required credits as well as the small student population which necessitates a single-section schedule for all grades except the freshmen. Most students take two years of foreign language, which is not a graduation requirement, but is an entrance requirement for most colleges and universities. Most students take additional courses in mathematics, science, and social studies and repeat fine arts offerings, graduating with an accumulation of credit hours far beyond the required 240.

The Expected Schoolwide Learning Results (ESLRs) are infused in the curricular program, consistent with the faculty’s determination that graduates be people of F·A·I·T·H: Followers of Jesus, Able to communicate clearly, Involved in their family, church and community, Thinkers, Healthy of mind and body.

#### Activities

Activities which enhance \_\_\_\_\_ students’ academic experience vary from grade to grade. \_\_\_\_\_ students benefit from an active Student Association which is in charge of the high school social calendar. Their activities include gym nights, vespers, picnics, a camping trip, banquets, spirit week, chapels, and weeks of prayer. In addition, each class is assigned a sponsor who follows them through their high school years to help students plan fund-raising, social activities, and a senior class trip. Individual classes schedule field trips.

#### STAFF DATA

\_\_\_\_\_ enjoys the gifts of a well-qualified, professional faculty. All teachers hold at least a BA or BS degree and 55% have earned an MA, MS, MAT, MD, or MDiv degree. All members of the full-time teaching staff have earned or are working toward \_\_\_\_\_ teaching credentials. Two faculty members lack certification but are working toward their credentials. Three teachers (17% have conditional certification, seven teachers (39%) have standard credentials, and eight teachers (44%) have professional credentials. Seven teachers hold California State Certification. The assistant principal has earned a denominational administrative certificate, and the counselor holds a Pupil Personnel Services Credential. Three teachers are \_\_\_\_\_ mentor teachers. Teachers also participate in ongoing professional development and many belong to professional organizations in their chosen fields.

STUDENT INDICATORS

Enrollment Trends

Student enrollment has been relatively stable since the last accreditation visit, rising in small increments from year to year. This year’s lower enrollment reflects the current economic situation, but the higher numbers in high school are an encouragement. Kindergarten has experienced dwindling numbers recently, but the new kindergarten teacher is actively recruiting and trying to build up the program.

Ethnicity

	06-07	07-08	08-09
African-American	8.9%	6.9%	11.0%
American Indian	0.2%	0.0%	
Asian	15.3%	23.5%	16.4%
Caucasian	19.7%	17.6%	16.7%
Hispanic	40.7%	42.5%	41.1%
Other	8.9%	9.1%	14.3%
Unidentified			
	93.7%	99.6%	99.5%

Enrollment Data

Year	Opening	Boys	Girls	Closing	Attrition
2009-2010	335	205	130		
2008-2009	349	182	167	346	1%
2007-2008	332	168	164	327	1%

Graduation Rates

Class	Incoming Freshmen	Graduating Seniors	Percent Graduating
2007	29	17	59
2008	24	18	75
2009	36	24	67

Freshman classes tend to be larger than sophomore, junior, or senior classes, but before the class completes high school, student numbers drop. With few exceptions, those who stay graduate with their class, but since 2005, the percentage of graduates from the original freshman class has ranged from 59% to 75%.

Causes of Student Attrition

Most students who do not return to \_\_\_\_\_ each year have either moved out of the area or cite financial hardship as the reason for choosing another school. A smaller number leave because of disciplinary actions, academic non-performance, or various other reasons. The “other” category includes students who need speech therapy or services that public schools provide, and many students find the public schools’ programs, dances, and plentiful electives too enticing to resist. Elementary parents frequently opt to home school their children. Despite losing a large number of students each year, enrollment numbers have risen steadily over the past three years, especially

in the high school.

Year	Total	Moved	Finances	Academic	Dissatisfied	Discipline	Other
06-07	47	15	14	10	3	1	4
07-08	45	15	17	2	3	2	6
08-09	47	5	15	10	6	1	10

#### ACHIEVEMENT

Every fall students in grades 3-8 take the Iowa Test of Basic Skills (ITBS) and students in grades 9-12 take the Iowa Test of Educational Development (ITED). Scores on the achievement tests are positive with most students at or above grade level. Individual students make consistent yearly gains of at least one grade level, and grade level groups show consistent progress. With the exception of math computation, math scores are at or above grade level.

Grade Level	Standardized Tests Administered
3-8	Iowa Test of Basic Skills (ITBS)
9	Iowa Test of Educational Development (ITED)
10	Iowa Test of Educational Development (ITED) PLAN PSAT
11	Iowa Test of Educational Development (ITED) PSAT, SAT ACT
12	Iowa Test of Educational Development (ITED) ACT SAT

The grade 3-12 charts (for this practice only grades 3, 6, 9, and 12 are shown) display average percentiles for males, females, English speakers, and non-English speakers. Students are grouped with non-English speakers if any language other than English is spoken in their home. Because of the diversity of \_\_\_\_\_'s student body, there are far more students who identify themselves as non-English speaking than those who identify themselves as English speakers. At the time of the last self-study the non-English speaking group scored consistently below the English speaking group, but scores for 2007-2009 show no such consistency. In fact, the faculty has been unable to identify any trend that continues from grades 3 through 12 when comparing males to females or English speakers to non-English speakers. Third grade students tend to have relatively low scores because grade 3 is their first experience with the test. Juniors and seniors have consistently high scores, attributable to learning, experience with the test, and the attrition of students who do not make the grades that would encourage their parents to continue their enrollment at the \_\_\_\_\_.

Grade 3

	2007	2008	2009
<b>Reading Total</b>			
Female	47.7	34.3	61.7
Male	68.8	55	55.9
English-Speaking	58.6	61	70.8
Non English-Speaking	57.5	39	45.2
<b>Language Total</b>			
Female			60.6
Male			60.9
English-Speaking			71.5
Non English-Speaking			48.1
<b>Math Computation</b>			
Female	47	18.4	45.6
Male	37	33	49.1
English-Speaking	51.3	23.6	50
Non English-Speaking	58.7	29.1	44.9
<b>Mathematics Total</b>			
Female	40.1	28.9	46.7
Male	68.8	43.2	56
English-Speaking	56.2	38.7	57.8
Non English-Speaking	56.1	37.4	45.6
<b>CORE TOTAL</b>			
Female			58.4
Male			60.6
English-Speaking			69.1
Non English-Speaking			48.4
<b>COMPOSITE</b>			
Female			57.8
Male			62.2
English-Speaking			70.2

Non English-Speaking			48.3
N Count			
Female	7	8	11
Male	12	12	14
English-Speaking	7	7	13
Non English-Speaking	12	13	12

## Grade 6

	2007	2008	2009
<b>Reading Total</b>			
Female	55	68.9	38.8
Male	45	56.1	45.2
English-Speaking	66.3	46.7	39.9
Non English-Speaking	40.2	65.7	45.6
<b>Language Total</b>			
Female	60	75.4	54.6
Male	41	57.9	39.5
English-Speaking	58.1	59.7	39.1
Non English-Speaking	41.1	69.4	48.5
<b>Math Computation</b>			
Female	62	69.6	50.1
Male	44	45.3	42.4
English-Speaking	54.3	54.7	43.1
Non English-Speaking	46.7	60.5	45.9
<b>Mathematics Total</b>			
Female	50	63	41.3
Male	45	50.8	40.2
English-Speaking	54.1	49.3	35.4
Non English-Speaking	41.6	59.1	44.9
<b>CORE TOTAL</b>			
Female	56	71.5	45.6
Male	42	55.3	40.4
English-Speaking	60.5	53	37.2
Non English-Speaking	41.3	66.3	45.9
<b>COMPOSITE</b>			
Female	52	66.7	42.6
Male	43	53.9	43
English-Speaking	59.5	49	37
Non English-Speaking	38.4	63	47.9
<b>N Count</b>			
Female	13	19	8
Male	14	13	17
English-Speaking	10	4	11
Non English-Speaking	15	28	14

Grade 9 ITED

	2007	2008	2009
Reading Total			
Female	60	56.5	58.6
Male	54	67.8	53.9
English-Speaking	63.2	67.4	52.3
Non English-Speaking	52.5	60.1	56.7
Computation			
Female	59	62.1	63
Male	59	69.9	62.9
English-Speaking	65.6	69	48.3
Non English-Speaking	52.3	65	66.9
Mathematics Total			
Female	58	54.7	57.1
Male	59	68.9	60.1
English-Speaking	62.1	68.9	47.2
Non English-Speaking	52.5	59.1	61.8
CORE TOTAL			
Female	63	57.4	58.4
Male	54	67.8	56.2
English-Speaking	65.1	67.3	52.3
Non English-Speaking	53.2	60.9	58.2
Sources of Information			
Female	52	46.8	50.1
Male	43	53.7	50.4
English-Speaking	50.6	51.9	44.9
Non English-Speaking	47.6	49.7	51.6
COMPOSITE			
Female	63	54.7	57.8
Male	54	67.2	54.8
English-Speaking	59.5	69.5	48.7
Non English-Speaking	51.9	57.3	57.8
N Count			
Female	21	17	20
Male	11	21	26
English-Speaking	16	14	10
Non English-Speaking	15	24	36

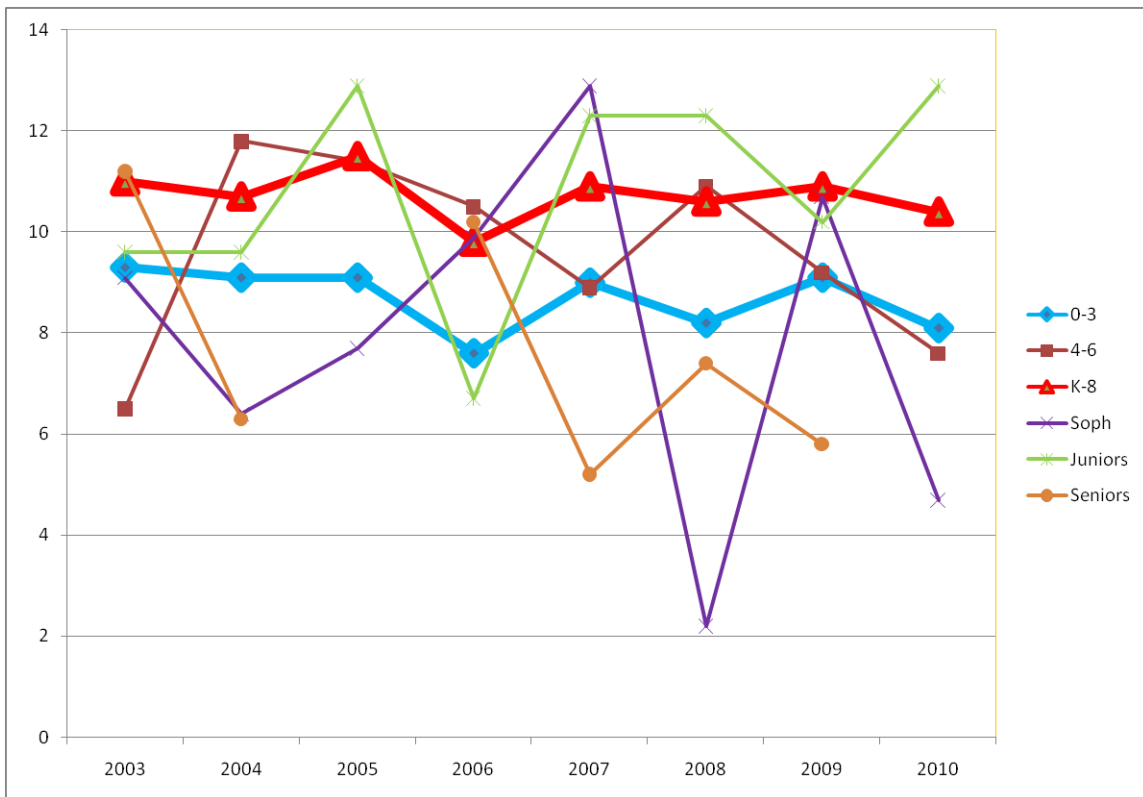


## Grade 12 ITED

	2007	2008	2009
<b>Reading Total</b>			
Female	72	70.5	80.8
Male	87	74.1	71.5
English-Speaking	75.6	78.8	85.1
Non English-Speaking	71.5	67.1	65.8
<b>Computation</b>			
Female	64	61.2	68.1
Male	65	67.2	74.3
English-Speaking	57.8	67	75
Non English-Speaking	66.8	61.2	69.2
<b>Mathematics Total</b>			
Female	63	60.8	63.6
Male	72	71.4	77.8
English-Speaking	63.4	68.8	76.3
Non English-Speaking	66.8	63.5	68.9
<b>CORE TOTAL</b>			
Female	74	70.4	80.9
Male	83	76.5	73.4
English-Speaking	73.3	78.2	83.9
Non English-Speaking	75.7	69.5	69.3
<b>Sources of Information</b>			
Female	79	68	77.4
Male	72	68	62.4
English-Speaking	72.6	75.9	79.2
Non English-Speaking	74.9	64.6	58
<b>COMPOSITE</b>			
Female	77	68.2	78
Male	82	76.5	74.4
English-Speaking	75.9	77.2	84.4
Non English-Speaking	76.5	68.2	68
<b>N Count</b>			
Female	9	13	9
Male	9	12	13
English-Speaking	8	11	11
Non English-Speaking	10	14	11

### Reading Level Data

Schoolwide use of the Accelerated Reader program has positively affected reading and language scores. Data collected by testing all incoming freshmen and all new high school students (Star Reading Test) indicates that students who have attended \_\_\_\_\_ for grades K-8 consistently score at least one level above new students and those who have attended the \_\_\_\_\_ for up to three years. Scores for students who enter the \_\_\_\_\_ as sophomores, juniors, or seniors are very inconsistent due to small numbers. High school students are required to read three books and earn 25 AR points each quarter. Junior high and most elementary students are required to read 35 points each quarter. Third grade students are required to earn 15 points each quarter of first semester and 20 points each quarter of second semester. Fourth grade students are required to read 20 points first quarter, 25 points second quarter, 30 points third quarter, and 35 points fourth quarter.



PSAT  
JUNIORS

	2007		2008		2009	
	Score	%tile	Score	%tile	Score	%tile
Critical Reading	48		49		50	
High	66	94	60	87	70	97
Low	28	3	26	3	33	10
Mathematics	47		45		52	
High	66	92	63	86	67	92
Low	31	5	42	9	29	3
Writing Skills	49		48		51	
High	71	98	62	90	70	98
Low	26	3	34	12	36	17
n=	16 of 17		16 of 24		18 of 24	

	2007		2008		2009	
	Score	%tile	Score	%tile	Score	%tile
Critical Reading	44		51		44	
High	58	91	68	99	57	90
Low	24	4	40	44	24	6
Mathematics	40		47		44	
High	53	78	57	87	60	90
Low	20	1	30	10	20	1
Writing Skills	42		47		43	
High	54	87	63	96	64	97
Low	23	4	29	10	21	2
n=	18 of 34		10 of 18		14 of 34	

SAT  
SENIORS

	2007		2008		2009	
	Score	%tile	Score	%tile	Score	%tile
Critical Reading	536	60	545	64	604	79
High	660	91	690	94	690	94
Low	410	20	460	35	530	59
Math	528	53	510	48	590	72
High	700	94	710	95	640	84
Low	380	11	370	10	530	54
Writing	525	60	510	55	586	78
High	660	92	670	93	640	89
Low	410	22	390	16	510	55
n=	13 of 17		11 of 18		6 of 21	

JUNIORS

	2007		2008		2009	
	Score	%tile	Score	%tile	Score	%tile
Critical Reading	523	57	573	72	589	76
High	680	93	600	79	800	99
Low	430	26	550	66	490	45
Math	496	43	450	28	561	64
High	710	95	570	66	720	96
Low	330	5	360	8	440	25
Writing	513	56	583	77	563	72
High	650	90	620	85	730	98
Low	410	22	550	69	430	28
n=	8 of 20		9 of 24		8 of 26	

PLAN

	2005-2006		2006-2007		2008-2009	
	Score	%tile	Score	%tile	Score	%tile
English	18		20		19	
High	26	98	25	95	25	95
Low	9	7	10	6	9	3
Math	18		19		18	
High	30	99	27	95	27	95
Low	10	5	13	15	5	1
Reading	18		20		19	
High	25	97	30	99	28	99
Low	12	22	12	16	13	23
Science	19		20		19	
High	32	100	28	99	29	99
Low	13	8	16	31	15	21
n=	18 of 20		19 of 37		33 of 33	

PLAN Scores: College Readiness

	Below Level			At Level			Above Level		
	2006	2007	2009	2006	2007	2009	2006	2007	2009
English	25	6	12.5	8.5	0	9	66.5	94	78
Math	66.5	63	66	0	6	13	33.5	31	25
Reading	33.5	12.5	27	8	12.5	6	58.5	75	67
Science	75	68.5	67	0	12.5	6	25	19	27

Numbers represent the percentage of that year's test-takers at each level.

The percentage of students who score below level and above level corresponds roughly to the number of students who appear on the quarterly DF List and the quarterly Honor Roll (3.0 – 4.0 GPA). For some years, the 9-12 faculty has taken note of the fact that the numbers on each list are nearly equal at the end of each grading period while very few students fail to appear on either list.

ACT  
SENIORS

	2006-2007		2007-2008		2008-2009	
	Score	%tile	Score	%tile	Score	%tile
English	26		26		22	
High	33	98	35	99	32	97
Low	13	11	19	43	12	9
Math	25		23		21	
High	31	97	34	99	34	99
Low	15	14	14	7	15	13
Reading	27		23		23	
High	33	97	32	95	32	95
Low	14	15	18	34	10	1
Science	23		23		21	
High	27	93	29	96	31	97
Low	16	16	16	16	11	3
Composite	26		24		21	
	30	97	33	99	32	99
	15	13	17	26	12	2
Writing	28		26		21	
High	29	92	31	97	27	87
Low	26	81	20	42	13	7
n=	4 of 17		5 of 22		14 of 24	

The 2009 ACT Profile Report indicates that only 6% of \_\_\_\_\_ seniors who took the ACT met college readiness benchmarks in English, Mathematics, Reading, and Science, the lowest percent in the past five years. Benchmark scores are the minimum scores needed in any ACT subject area test which indicates a 50% chance or better of obtaining a B or higher or about a 75% chance of obtaining a C or higher in credit-bearing college courses. Five of the sixteen students tested had not taken the recommended classes above the basic core requirement. Fifty-seven percent of students who took classes beyond the minimum mathematics core were college ready. Improving college readiness statistics in math and science will necessitate greater student buy-in for taking the more rigorous courses such as Pre-Calculus and sticking with them even when the material appears to be too difficult. Capable students sometimes drop higher level courses in order to protect their GPAs.

ACT JUNIORS

	2005-2006		2006-2007		2007-2008		2008-2009	
	Score	%tile	Score	%tile	Score	%tile	Score	%tile
English	25		24		27		31	
High	25	80	33	75	27	87	31	95
Low			18	38				
Math	28		24		23		27	
High	28	93	30	96	23	69	27	88
Low			17	34				
Reading	25		22		25		31	
High	25	75	29	89	25	74	31	94
Low			14	15				
Science	24		21		22		23	
High	24	80	24	90	22	65	23	72
Low			15	11				
Composite	26		23		24		28	
High	26	86	29	95	24	75	28	92
Low			18	33				
Writing			24		26		29	
High			30	95	26	82	29	92
Low			19	31				
n=	1 of 22		7 of 18		1 of 25		1 of 24	

Parent Survey

The parents who returned their surveys have a positive attitude toward the school and its affect on their children. Fewer than 13% were neutral or disagreed with any item with the exception of being informed of the school's programs and policies (20%), the adequacy of reports concerning student progress (18%), and students having access to a wide variety of resources to help them succeed in learning (30%). Parents overwhelmingly agree that the school provides a safe environment for learning, that the education their children receive is of high quality, and that students and teachers have a good working relationship. The complete results of the Parent Survey are in the Appendix.

### Student Survey

\_\_\_\_\_ has conducted a student survey each spring since 2001. The results indicate that students have positive feelings about their school, feel safe, and feel supported and encouraged by their teachers. Students often express some dissatisfaction with their activities program and the sports program because they want more activities and more sports, specifically soccer, but the faculty members are already spread so thin that the addition of another sport is unlikely. Their tepid endorsement of the activities program is puzzling because the activities program is planned and run by the student body elected Student Association officers whose programs are well-received and well-attended by students and faculty. Students give high marks for feeling safe and secure at school (9.40 on a 10-point scale), having respect for and confidence in teachers (9.03), promoting the value of good sportsmanship (8.95), the faculty imparting Christian values (8.90), and feeling welcome at school (8.81). The complete results of the Student Survey are in the Appendix.

### FOLLOW-UP DATA

#### \_\_\_\_\_ Graduates

Year	Total	Four Year College	Junior College	Trade/Tech School	Other
2007	16	9	5		3
2008	20	10	7		1
2009	24	16	7	1	
Total	98	58	31	1	6

The majority of \_\_\_\_\_ graduates (91%) attend college, although many (32%) opt to begin at a local junior college usually because of financial considerations but occasionally to bolster an anemic GPA. Some of those who have not gone directly into a two or four-year college have joined the military, enrolled in an art institute, or made plans to join a law enforcement agency. \_\_\_\_\_ graduates have been accepted and been successful in the United States Navy, University of California campuses, California State University campuses, \_\_\_\_\_ colleges and universities, and other private colleges and universities.

### Alumni Surveys

While it is important that \_\_\_\_\_ graduates enroll in college, an even better indication of their preparedness is whether or not they finish college. There have been alumni surveys in the past, but the rate of return was so poor that very little useful information came from them. During the 2008-2009 school year the registrar created new alumni surveys and passed them out during Alumni Weekend. Forty-five recent graduates (2004-2008) filled out surveys along with four members of the 10-year honor class of 1999, thirteen members of the 20-year honor class of 1989, nineteen members of the 25-year honor class of 1984, and thirteen members of the 30-year honor class of 1979.

Thirty-nine of the recent graduates are still enrolled in college, while five are working, and one has already graduated and works as a civil engineer. Forty-four of the forty-five indicated that \_\_\_\_\_ has prepared them for college level work. Thirty-five of the forty-seven (74%) of the graduates in the honor classes who completed the survey have earned a four-year or graduate degree. Twenty-three percent had completed an associate degree from a junior college, and only one of forty-seven had failed to complete any degree. The complete results of the Alumni Survey are in the Appendix. \_\_\_\_\_ plans to continue the alumni survey program each year.





## **Chapter I: Student/Community Profile Summary:**

### **Further Implications of the Data**

Overall the school recognizes that there is a need to improve achievement of all students. If students are in the system over a period of years, it appears that there is evidence of increased learning but there is still room for improvement. Math has been a particular area along with the continual work in reading and the use of Accelerated Reader. Since the school is very small, numerical achievement data has its limit. However, this self-study process has pointed out that the teachers want to make greater use of multiple sources of the data to modify the instructional approaches.

### **Critical Academic Needs based on the Data**

Upon review of the data, it appears that the following areas are of the utmost concern for all students.

1. Math
2. Writing
3. Critical Thinking

### **Questions Raised by the Analysis of the Data**

1. How can teachers better use standardized test results to note curricular areas and instructional approaches and support that support improved student achievement?
2. What is being done and what needs to be done to improve overall student learning, especially those appearing quarterly on the DF list?
3. How effective are the current remedial programs to improve schoolwide math computation scores?
4. How do all teachers integrate basic literacy and critical thinking skills within their subject areas and also work cross-discipline?