
Five-Year School Improvement Plan

Sample Christian School

MISSION STATEMENT

*The mission of Sample Christian School
is to prepare our students
academically and spiritually
for a life of service
to Jesus Christ*

Submitted May 2012

Dr. ---, Administrator and Chairman
School Improvement Committee

Table of Contents

SCHOOL IMPROVEMENT PLAN INTRODUCTION

School Improvement: Introduction.....	p. 3
Administration, Faculty and Staff.....	p. 5
History of SCS.....	p. 8
Duties and Functions of the School Improvement Committee.....	p.7
Early School Improvement Days.....	p. 9
Sample Christian School Organizational Chart.....	p.11
School Profile Overview.....	p.12

SCHOOL PROFILING DATA

Demographics.....	p.14
Student Achievement.....	p. 23
Survey and Interviews.....	p. 40
Spiritual Indicators.....	p. 39
Professional Indexes.....	p. 38

MISSION, CORE BELIEFS AND VISION

Mission Core Beliefs and Vision.....	p. 78
Mission Statement.....	p. 78
Core Beliefs.....	p. 80
Vision.....	p. 81
Our Philosophy.....	p. 81
School Expectations.....	p. 92

STRATEGIC ACTION PLAN

Strategic Action Plan.....	p.102
Goals 1-11.....	pp 102-110

Introduction to the School Improvement Plan

The following School Improvement Plan describes the current status of Sample Christian School and provides a five year plan to ensure the school's viability in the future. The plan was created by the School Improvement Committee in collaboration with Sample Christian School's faculty and administration.

The guiding goals of Sample Christian's "School Improvement Plan" are as follows:

- To identify the school's mission and vision
- To focus on improved student achievement
- To improve teacher effectiveness
- To analyze organizational development and flow
- To profile the school using the following data:
 - Demographics
 - Student achievement scores
 - Student, parent, and teacher surveys
 - Spiritual indicators
 - Professional indexes
 - School features
- To clearly state the academic and spiritual beliefs
- To identify the curriculum initiatives
- To communicate the data found in research
- To assess strengths and weaknesses
- To maintain and improve the school's strengths
- To devise a plan of action to address weaknesses
- To guide the school to its goals
- To improve the school in every facet
- To apply the School Improvement Committee's research in a positive way to enhance the school program.
- To ensure the spiritual and academic vitality of the school
- To provide a framework for the school's future financial viability

The Five Year Plan for 2012-2017

In order for any organization to know where it is going, a written plan of action is critical. This plan, known here as the Five Year Improvement Plan, is a map that charts the direction of Sample Christian School for the next five years. While the school seeks long term stability and growth long beyond the five year range, the following provides a blueprint for the immediate future. The future for Sample Christian School is bright with promise; only the Lord knows what is in store for us, but we are excited that we will likely be in new facilities during the next five years at a new location. Within this time span, some important decisions will be made that will affect the future of the ministry for many years to come. This is an exciting time in the history of Sample Christian School.

Sample Christian School is a school that seeks to please the Lord in every facet of its operation from the academic integrity of the classroom to the benefit package of its employees. Our organization, in order to please Christ, must do all to the glory of God. It is our goal as administration and faculty to one day hear the Lord say the words “well done” concerning this ministry.

All suggested improvements are with this end in mind, recognizing the admonition in scripture that “unless the Lord build the house they labor in vain that build it.”

Dr. ---, Administrator and Chairman of the School Improvement Committee
Mr. ---, Vice Principal

Administration and Faculty

Administration

Dr. ///
Pastor

Dr. ///
Administrator

Mr. ///
Vice Principal

Faculty

Mrs. ///
Kindergarten 3 Years Old

Mrs. ///
Kindergarten 4 Years Old

Mrs. ///
Kindergarten Supervisor/ Kindergarten Teacher— 4 Years Old

Mrs. ///
Kindergarten Teacher—5 Years Old

Miss ///
Kindergarten 5

Miss ///
First Grade Teacher

Miss ///
Second Grade

Miss ///
Third Grade Teacher

Miss ///
Fourth Grade Teacher, Elementary State Coordinator
Summer Day Camp Director

Miss ///
Fifth Grade Teacher

Mr. ///
Sixth Grade Teacher

Mr. ///
Math, Physics

Mr. ///
Science, Computer, Photography

Mrs. ///
English, Girls PE

Mr. ///
Music, Bible

Mrs. ///
Spanish, Handbells, Elementary Computers

Mrs. ///
JH Math & Science, Elementary PE, Photography

Mrs. ///
Elementary Music

Mrs. ///
Kindergarten and Elementary Spanish

Daycare

Miss ---
Miss ---
Mrs. ---

Office

Mrs. ---, School Office

School Improvement Committee

Members

///, Chair

Administrator

///

Vice Principal, HS Supervisor

Curriculum Committee

History of Uco r'ig'Ej t'ux'ek School

The year 2010 marked the 35th anniversary of Sample Christain Church. The ministry was founded on October 19, 1975. In the early days of the ministry, the church met in Sample High School, which is adjacent to the church property today. The first organizational and charter service was held on December 12, 1975. In 1978, the church bought six and one-half acres next to the high school from --- and --- for \$98,000. The property and buildings are worth \$13,000,000 today. God has blessed throughout the years and the church has grown considerably.

Although Sample Christain School was founded in 1985, the first four years of the school were not on a solid foundation. That changed in June of 1989, when Pastor --- accepted the call of Sample Christain Church. Recognizing the need for change, Pastor reduced the size of the school to only include kindergarten students.

The master plan was that the school would gradually add a grade per year until the elementary school was filled out. The plan was that the school would eventually go through grade six; students would then transfer to Christian schools in the area for junior high and high school.

In the next three years, the school expanded at one grade per year. In 1995, the school added fourth and fifth grades. Although the ministry had staff housing, this aspect was upgraded: a new 4,000 square foot home was constructed on church property for female teachers. The house accommodates up to five teachers with five bedrooms and three baths upstairs. The first floor is a common living area with kitchen, living and dining room, half-bath, and den. The garage is used as a workshop area for the construction of the church

projects. The downstairs was converted into a Servant's Suite that sleeps up to seven with a living room, dining room, stocked kitchen, bedroom, washer/dryer and bathroom. Although there were only a few students for sixth grade, Sample Christain expanded to sixth grade in 1996, using a combination 5th/6th grade class. In 1998, Sample Christain began the year with 160 students, including a small junior high composed of a few seventh and eighth graders. In January of that same year a beautiful new addition to the church/school complex was completed. This addition included a new gym, seven classrooms, a computer room, a school office, a kitchen, and shower rooms. It was a sizable addition to the church complex.

With a growing school, a decision was made to hire a full time administrator. Mr. --- and his wife --- were called to the church in July 1999 with the goal of filling out the school to grade 12.

When school opened in the fall of 1999, grades expanded from K3 through 10th grade and enrollment reached 175. Miss --- became the elementary supervisor. --- moved from elementary supervision to become the first secondary supervisor. With Mrs. --- as the daycare / kindergarten supervisor, the school now had three supervisors to help in administration. That same year, the school began to compete in state competition on all levels. Much to the surprise of all, the school won the percentage trophy at the Northern Regional State

Competition and sent a high school student to the AACS nationals for biology academic testing. The school instituted several new traditions: Turn-Around Day, Spirit Days, and Teacher Appreciation Day. The Teacher of the Year was inaugurated and Miss --- received honors as the teacher of the year. A new science lab and new playground equipment were installed in the school facilities in the summer of 2000.

In fall of 2000, grades 11 and 12 were added to complete the school. In state competition that school year, students won numerous regional and state awards. The high school choir, under the direction of --- and ---, won first place in the state and competed in the national AACS competition. The Teacher of the Year for 2001 was Miss ---.

Four new seniors joined the school that year; these students were the first graduating class of Sample Christain School. The first graduation ceremony was on May 26, 2001. Pastor --- was the commencement speaker and four students graduated. In fact, all graduates (as of 2004) have attended Christian colleges. A good percentage of these alumni are preparing for full time ministry. At the end of the 2001-2002 school year, Pastor --- was awarded an honorary doctorate from Sample Christian College.

The school began a yearbook; the first yearbook was dedicated to Miss ---

, the yearbook advisor. The Teacher of the Year prize was awarded to Mr. ---

. The Honor Society speaker was Mr. ---, the administrator of Sample Baptist Academy. Four students graduated in 2002 and heard a com-

mencement address from Mr. ---, executive director of state office.

The 2002-2003 school year began with 215 students. Mr. --- assumed the responsibility of the high school supervisory position. That same year, a new educational wing was added to the north side of the school, giving the school eight new classrooms and a cafeteria. The school also added a library on the east side of the building and new locker room facilities for physical education. This project was completed by December of 2002. Next, the church auditorium was completely renovated, nearly doubling the seating capacity (500) and added a platform curtain, stage lighting, and a new sound system. This phase was completed by early April of 2003. The final stage of the construction project was the complete resurfacing and re-striping of the parking lot; this phase was completed the first week of June. The school continued to do

well at state with a first place showing in several areas, including choir. We began the year with Mrs. ---

as our new state coordinator. The Stanford Achievement Test scores were in the 90th – 99th percentile range for every class except one (88th percentile) and the ACT average remained well above the national average of

19 with average score of 23. The Teacher of the Year was Miss ---. Miss --- left our school after three years to serve as a missionary to Ivory Coast, Africa. The year book team dedicated the yearbook to

Mr. ---. The school enjoyed having a Pastor Appreciation Day, showering Pastor --- with

gifts and words of appreciation. Teams from PCC and BJU ministered to the teens in high school chapel. The

Honor Society speaker was Mr. ---. The graduating class was composed of seven seniors; the commencement speaker was Pastor ---.

The school continued to expand and opened the 2003-2004 school year with 223 students, including a class of 19 seventh graders. A look at the teaching staff indicated that four of the six elementary teachers had master's degrees. Among the secondary teachers, there were five masters degrees. Two faculty members were pursuing degrees beyond the masters level. Mrs. --- (3rd grade) left in February and gave birth to a baby girl two months later; she remained on staff as yearbook advisor.

The ACT scores for juniors and seniors in 2005 have been impressive with a few juniors earning composite scores of 29 with subscores in the 30s. Students continued to do well at state in academics and fine arts in regional and state competition. Sample students earned many first place awards and Sample picked up the regional third place trophy. Our choir once again was able to compete at the national competition and Joe--- and ---

were once again involved in the process. The honor of Teacher of the Year went to Mrs. ---. There were five graduating seniors; all planned to attend Pensacola Christian College in the fall. The commencement speaker was Dr. --- of Baptist Church. The Honor Society speaker was Pastor ---

of Baptist Church in ---. In the spring, the ministry hired an assistant pastor (with a master's degree in Bible) who in addition to his pastoral duties would teach the Bible program in the high school. The school also hired a systems administrator (with a master's degree in Bible and he began working on a Microsoft certification) who would be teaching in the high school. As the summer began, three teachers were working on their master's with one in special education at Bob Jones University. Much was accomplished in the summer to spruce up the exterior of the buildings and ministry complex with special attention to landscaping .The summer day camp program was successful as the school began to use SCS graduates who were educational majors in Christian colleges. This renewed focus garnered many positive comments from parents.

School began the 2004-2005 year with a record enrollment of 226. Highlights of the year included: a sterling performance in state academic testing, three placements at AACS nationals competition, the successful implementation of a computer curriculum, the first SCS dramatic production, purchase of a new DVD film camera, and the purchase of new computers for the computer lab. Sample earned third place in the regional state competition. The Teacher of the Year award went to Miss ---. Teachers spent many hours throughout the year working on the accreditation process. The Stanford Achievement Tests scores indicated that all classrooms were in the 90th percentile for the complete battery of testing. Dr. --- of Baptist

Church spoke at the commencement ceremony. There were eleven graduates in the class of 2005, the highest total in the short history of the school. Eight of the

eleven graduates will attend Pensacola Christian College, one will attend BJU, one will attend Liberty, and one will attend Patrick Henry College. Miss --- earned a Master's Degree from PCC and Miss --- continued to work on a masters in special education at BJU. The school has always been ethnically diverse and has enjoyed the support of families with roots all over the world including, El Salvador, Ghana, Liberia, Iceland, China, Sri Lanka, India, and Peru—to name a few.

While the school opened in 2005-2006, with a down turn in enrollment, confidence was high that a projected moving of the current ministry site will result in a higher enrollment. Currently, more space is needed for classrooms to accomplish this objective. New site plans have included many enhancements for the school, including a state-of-the-art lab for high school science.

In September of 2006, after a long process, both the American Association of Christian Schools (AACCS) and the North American Christian School Accrediting Agency (NACSAA) accredited the school. Because NACSAA is state approved as an accrediting agency in the commonwealth by the State Council of Private Education (----), SCS is approved by the state of ---.

In the graduating class of 2007, one of the graduates was the first to complete all his years of schooling at Sample Christain - from K3 through 12th grade. At the beginning of the 2007-2008 school year, the school added an additional K4 and K5 class, remodeled the bathrooms, and upgraded the computer lab with new laptops placed inside laptop vaults. By December of the school year, through the generosity of God's people, the church paid off the mortgage.

For 2008-2009 school year, the ministry replaced the paneling outside the front of the church, remodeled the Servant's Suite, and upgraded the high school bathrooms. Ten students graduated at the commencement ceremonies in May. (Of the ten, seven attended a Christian college) During the same year, the church purchased a thirty-two acre site of land in --- at the corner of --- and --- roads. Plans for the site included: a new church/school complex complete with athletic fields. Despite a tremendous downturn in the economy, the school ended the year in the black.

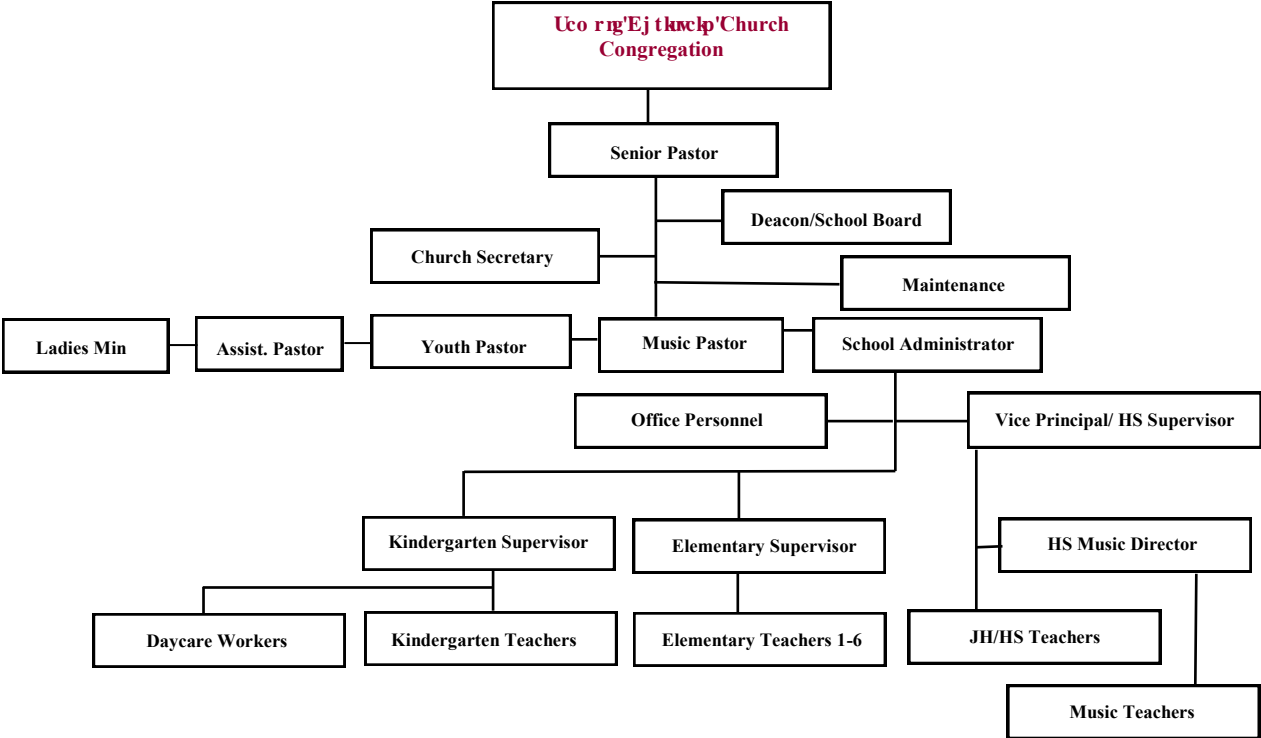
The 2009-2010 school year opened with remodeled church and school offices. It also opened with the highest enrollment in the history of the school. Despite the downturn in the economy, enrollment increased by 8%. As we approach maximum student capacity, plans continue to be developed for the new site in ---. A meeting with church and school staff with the architects focused on the needs of the church and school in the new location. The new site will enable the school to significantly expand the student body and provide for a long term solution to identified school needs, such as a science lab, more adequate ball fields, wider hallways, and better storage. An increase from less than 6 acres to 20 will open up many opportunities for school growth; moving to --- – a suburb of young families is good news for enrollment. The school entered an elementary Bible team in the state competition and to the shock of many (including ourselves), the team earned a first place finish in the state. Dr. --- on was our commencement speaker in May.

The 2010-2011 year was a great year spiritually and academically, but the downturn in the economy affected enrollment. (233) SBS opened the year with two first grades, but it was evident that many new parents who thought they could enroll clearly could not. Thankfully, the school's savings covered the loss of income. There was a great spirit throughout the year, which led to decreased instances of discipline incidents. Pastor --- of Baptist Church in ---, Tennessee was the commencement speaker for the Class of 2011.

(The class had a corporate ACT composite score that was well above the national average.) Throughout the year, teachers worked with the church staff on the new site plan for the new location including: traffic patterns, classroom storage, and space requirements. The school administrator completed his earned doctorate from Northland International University.

The 2011-2012 began the new school year with an increase in enrollment and with a staff which had nineteen post-graduate degrees. A new music director, ---, was added to the staff. Expectations were high for a good school year. It is our hope that the church/school ministry will receive a viable offer for the current property, currently for sale for \$13,000,000.

Organizational Chart: Uco rɨg'Ej tɨwɨp Church and School



SCHOOL PROFILE OVERVIEW

IDENTIFIED STRENGTHS

1. Stanford Achievement Test [SAT 10] scores are in the 90th percentile for all classes.
2. The ACT scores of juniors and seniors continue to be above the national average. The most recent scores were the highest average in the history of the school.
3. Most of the graduates of the school are on the honor roll at Christian colleges. We are getting positive feedback from parents of college freshmen. In September 2011, we received three unsolicited e-mails from students and parents thanking the school for solid academic foundation.
4. Teachers at the school are well qualified and most teachers have their master's degree. There are 17 post-graduate degrees on staff.
5. The church/school relationship continues to be mutually supportive.
6. The unity among the staff is excellent.
5. There has been a history of financial solvency; in most of the years, the school has been able to use extra monies to pay down the church mortgage. Last year was an exception, but the school is in excellent shape for the 2011-2012 school year.
6. The facilities of SCS are in excellent shape.
7. The gymnasium, library, and locker rooms are aesthetically pleasing and spacious.
8. Each elementary teacher has new Dell laptop computers, effective August 2011.
9. The school enjoys a good reputation with its constituency.
10. The major cause of staff turnover is marriage/family and surrender to the mission field.
11. Staffers feel that they are well taken care of: health insurance, environment, pay, etc.
12. Parents are supportive of the school.
13. School software (School Dynamics) maximizes the school's efficiency
14. Most graduates have gone on to Christian colleges. We have a high ratio of students who are entering full time Christian service.
15. Five recent graduates are preparing for (or currently on) the mission field.
16. The school has vehicles for transportation needs.
17. The high school classrooms have a video projector and surround sound system.

IDENTIFIED WEAKNESSES

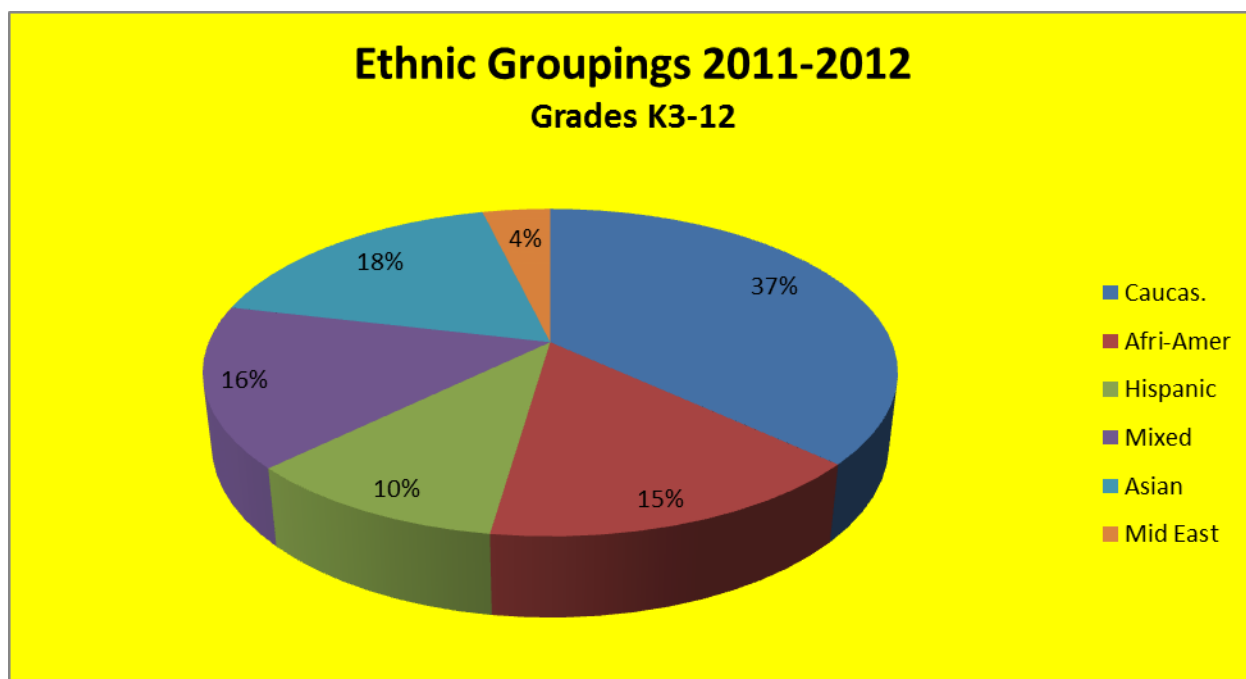
1. Long term finances need to be addressed, since the secondary is small but teacher intensive.
2. Music and the fine arts program needs stability.
3. Athletic facilities need expansion, particularly there is a need for expanded ball fields.
4. Storage facilities for the school need to be expanded.
5. Hallways are too narrow, especially for change of classes in the high school.
6. Better system needed for school communication.
7. More manpower needed for cleaning the school.
8. The science lab needs to be expanded for experimentation with proper equipment.
9. Computer lab is modern and efficient, but space is a consideration
10. Academic offerings need to be expanded, particularly with electives.
11. Kindergarten program needs tinkering—all day kindergarten needs to be offered.

IDENTIFIED CONCERNS

1. Health care budget continues to spiral higher.
2. IT guru needed for the overall ministry.
3. More qualified substitutes needed.
4. Expanded PE to include 1st grade.
5. Another full time HS generalist would relieve work load of HS teachers.
6. Better communication from school to parent, administration to teachers.
7. Punctuality issues with parents/students persist.
8. Elementary could use expanded computer instruction.
9. Better instruction in computers for high school.
10. Finding qualified staff that is a good fit continues to be a problem.
11. Parenting issues: many parents struggle with wisdom in parenting, which is disruptive to the school process
12. Stability in the music department is a concern.

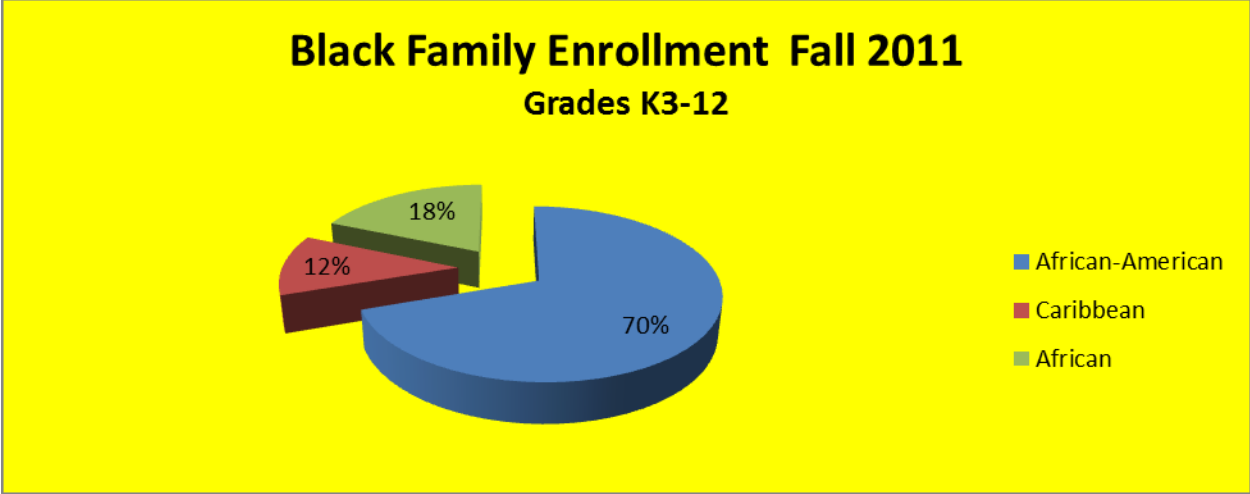
Uco r rg'Ej t k wcp School Family Demographics 2011

Sample Christain School serves the ethnically diverse suburbs of northern ---. Not surprisingly, the school reflects the cultural and ethnic diversity of the region. In the last five years the school has moved from the minority percentage of the school's overall population from 47% to 63%. Obviously, most of the school's families in the 2011-2012 school year are from minority groups. Although school population has a healthy blend of cultures which reflects the --- County percentages, it does not reflect the town of --- of which Hispanics comprise 33% of the population. However, the school continues to become ethnically diverse and more so than the overall culture at large.

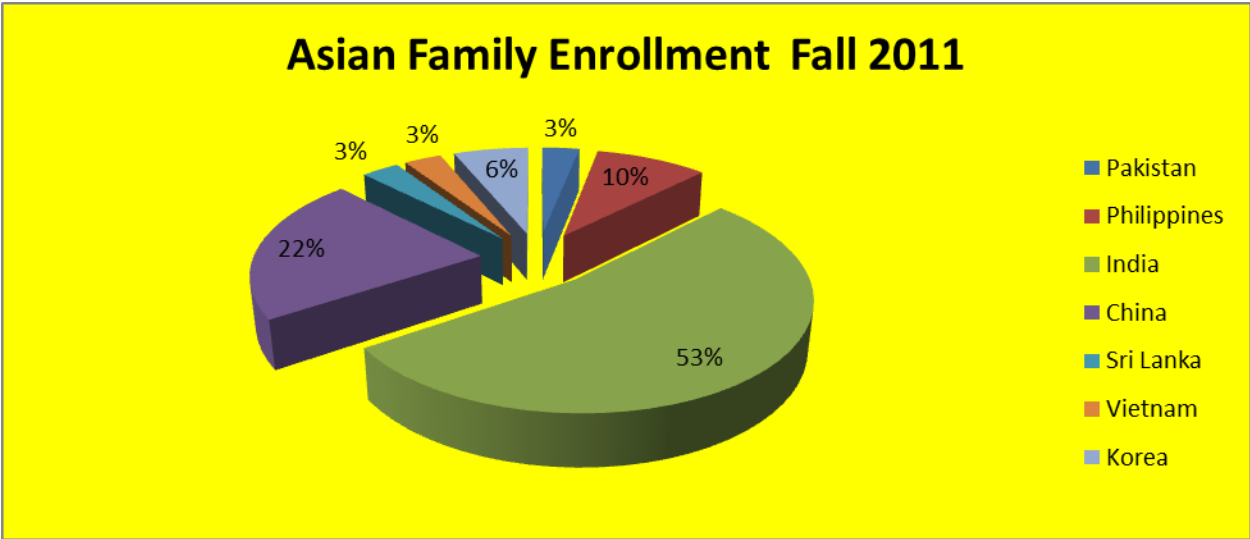


Caucasians constitute 37% of the school and tend to be predominate in grades 7-12. The next highest group are Asians, which constitute 18% of school's population. Asian families tend to be interested in the kindergarten program; they are predominately from India and China, countries which demonstrate a high regard for education. Typically, they also have jobs that are considered higher income in the software and engineering industry. While Asians seek to enter the school, they do not view SCS as a long term solution for their children, and opt for the public school. The next highest total is the "mixed" (multi-racial) category, which refers to students who have parents from two or more different races. This is very common in the ethnically diverse northern --- suburbs.

It is interesting to note that SCS reflects a greater diversity level than the population at large in --- County. According to the latest information from the county, the demographics of --- County are as follows: Caucasian 66.2%; Black 9.3%; Asian/Pacific Islander 16.6%; Other/Multi-Racial 8.2% and Hispanic 15.1%.

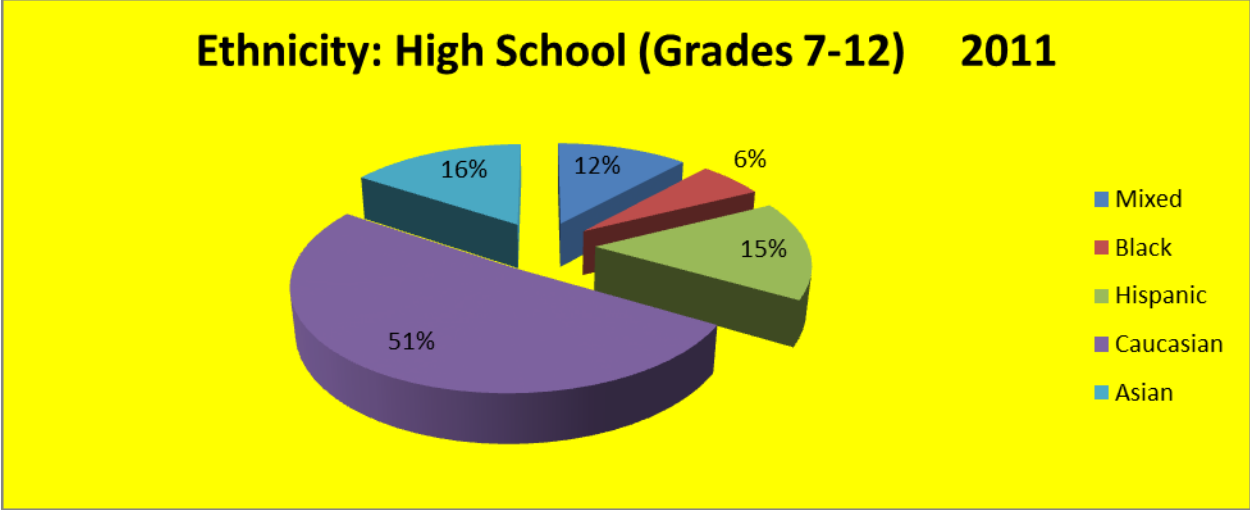


Enrollment of black students at SCS does not necessarily mean students from traditional US African-American families. While most black students would be in the “African-American” category, 18% of black students have parents who were born in Africa and 12% have parents who were born in the Caribbean. There are two countries in particular that have a higher than average enrollment than would be commonly expected. Ethiopia (East Africa) and Liberia (West Africa) are fairly well represented.



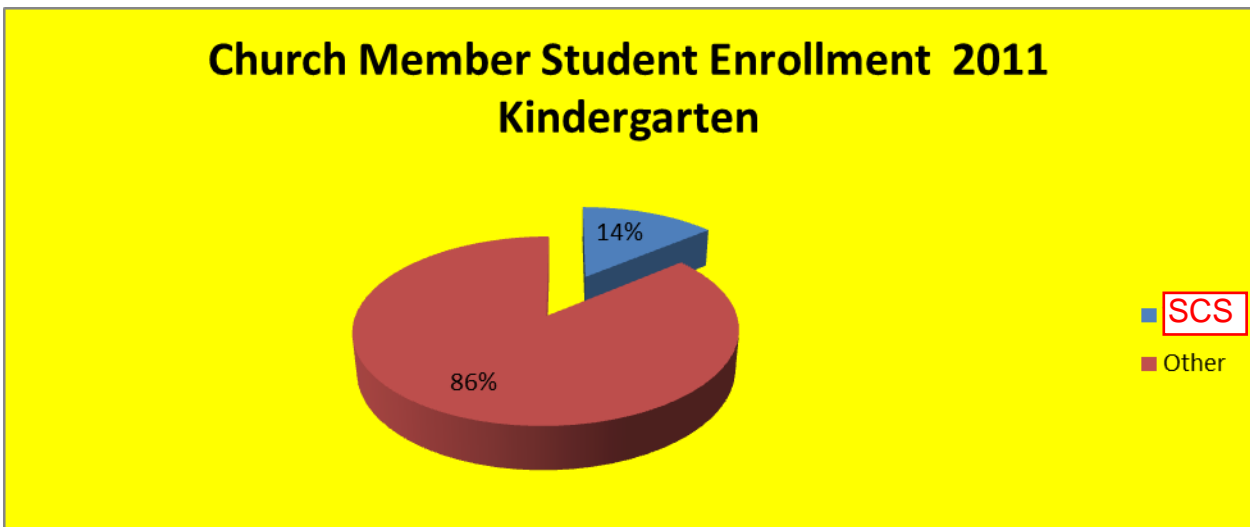
Asia is well represented at Sample, with the highest percentage of students of Indian descent; 53% of Asian families come from India. China is also well-represented, with 22% of all Asian families listing China as their land of origin. The school also has students from Sri Lanka, South Korea, Philippines, Afghanistan, Pakistan, and Vietnam. While many Asians claim to

attend Bible believing churches, many Indian families who enroll in the kindergarten program do not list a church home and are presumably Hindu. These students typically stay only a year or two; they are eventually enrolled in the public school. This group is prone to sudden withdrawals due to unexplained events, especially in the K3-K5 classes.

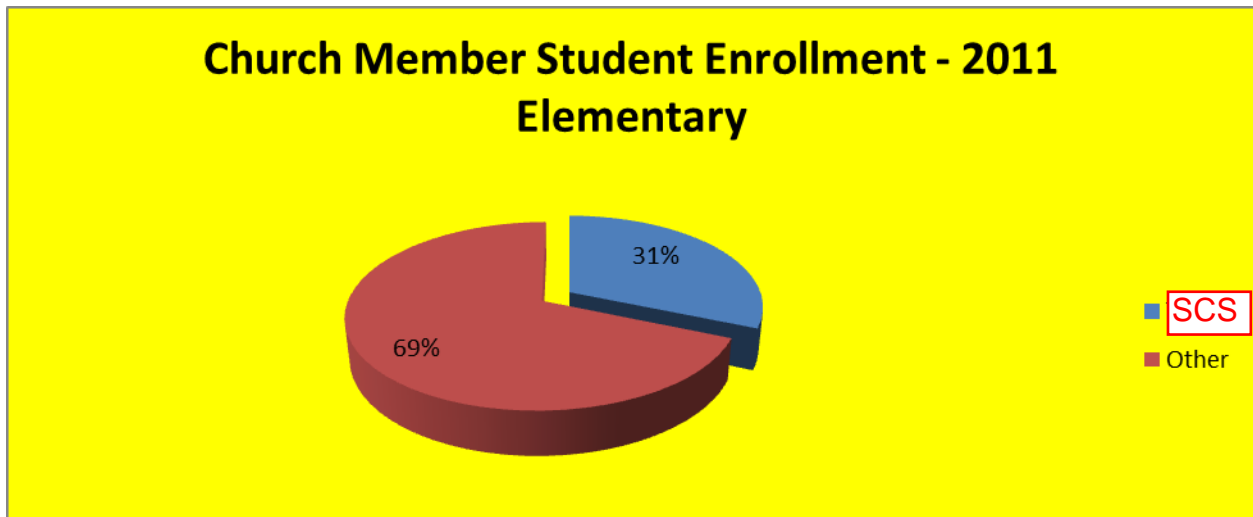


Ethnic diversity tends to decrease in grades 7 –12 due to several factors. Many minorities tend to place their children in public schools after kindergarten or fifth grade. The percentage of families that attends SCC tends to increase. Although the church is diverse, it is not nearly as diverse as the school. All students in the high school claim to have accepted Christ as their Saviour and ostensibly at least, are committed Christians.

The school clearly could not exist without the non-church membership population; at least not in it’s present form. And astounding 86% of kindergarten students (K3-K5) come from non-church families. Since the school does not advertise, the enrollment is done strictly through word-of-mouth. In many of these families, English is not spoken at home which necessitates a

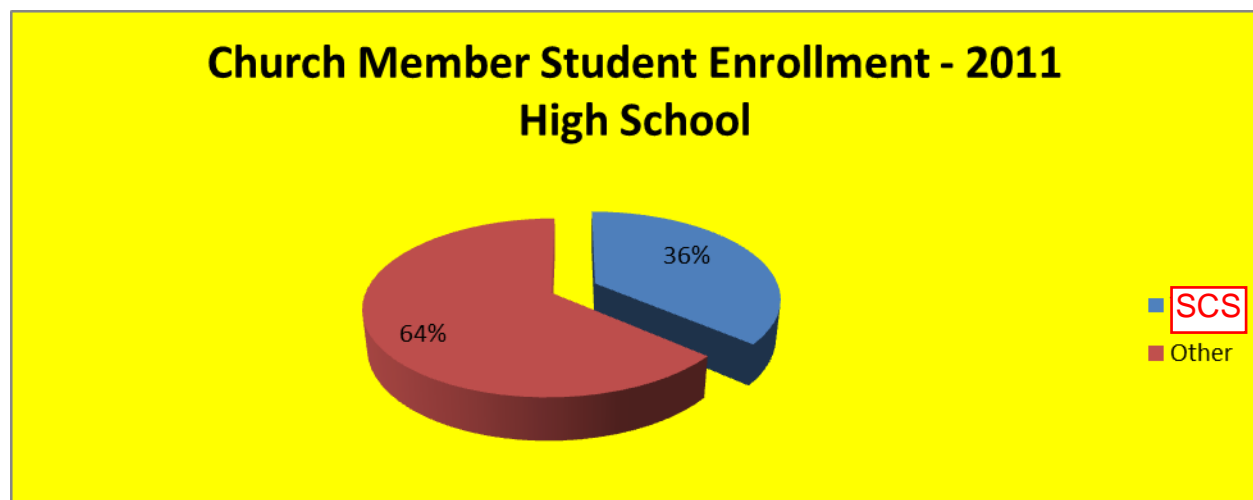


SCS requirement that all students must be able to understand English.

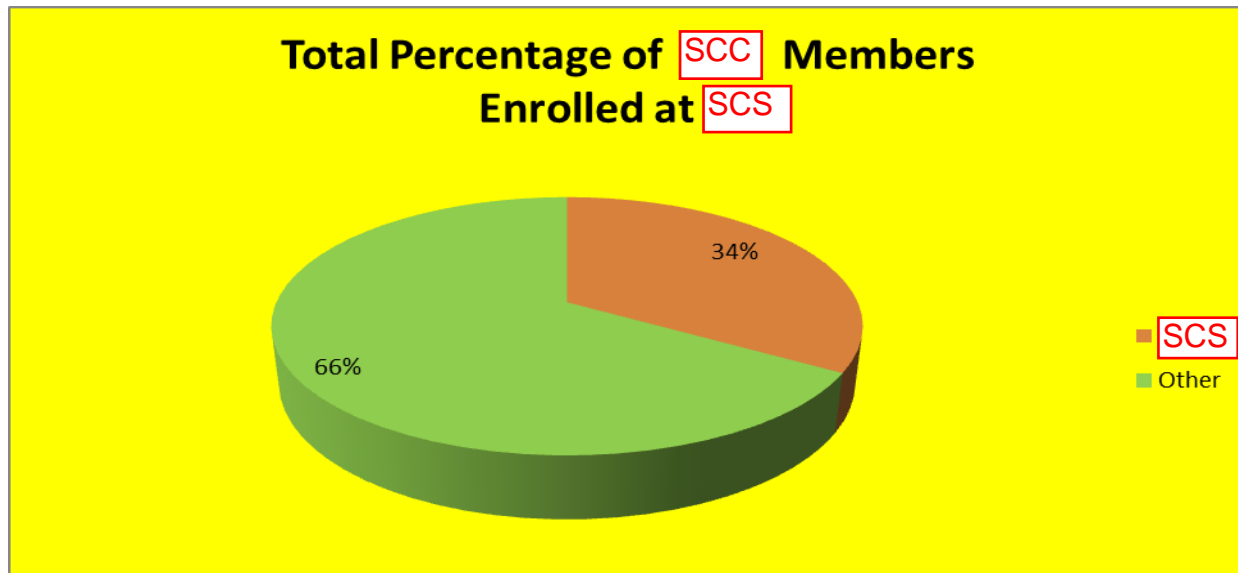


The percentage of church member students makes a dramatic increase in grades 1 through 6. This is probably due to the fact that: 1. church members are more apt to homeschool in grades K3-K5. 2. There is a sizable portion of non-church parents who enroll with no intention of enrolling their child beyond K5 and 3. there is an increased interest in the school among church members for elementary-age students.

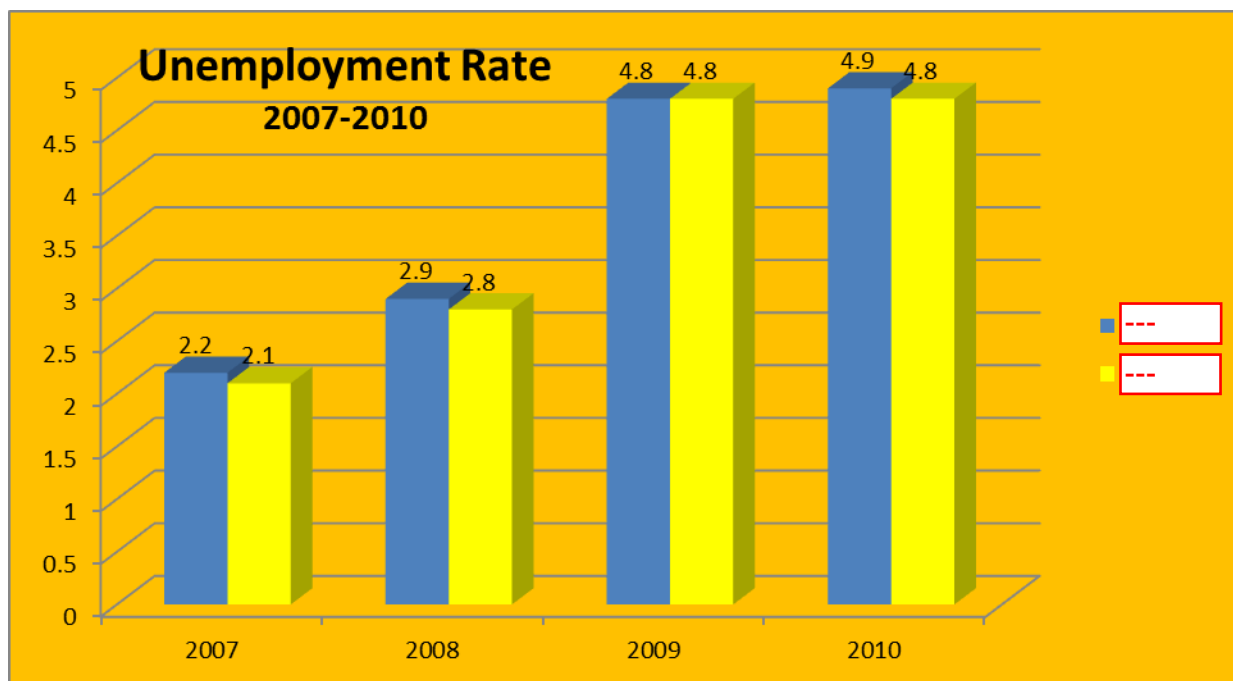
In grades 7-12, the percentage of high school students who are church members reaches 36%. This is a misleading statistic in some ways, because 100% of high school students attend or participate in the weekly church Teen Time service on Wednesday. So although the students are not church members, per se, most of them are in attendance at a Sample church service once per week during the school year. Although the church membership is over one-third, the youth pastor has interaction with all high schools students and is able to minister to them at least once every week. (Also, high school students who are non-church can play on SCC sports teams.



Taken as a whole, 34% of all SCS students are members of SCC. While some schools believe

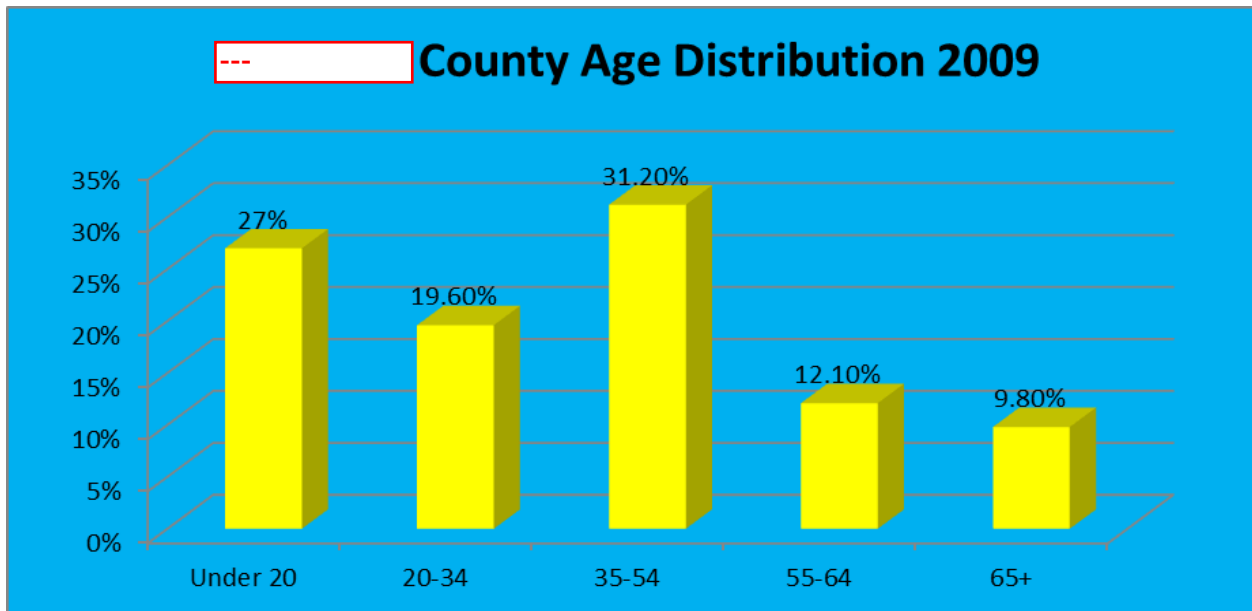


in a closed enrollment, the open enrollment (K3-4th) has worked well for the school. Enrollment beyond 5th grade tends to be more exclusive, with the percentage of acceptance decreasing with each passing year. The kindergarten enrollment is liberal, but high school enrollment is conservative. This model has permitted the school to retain the numbers that provide revenue to the school without sacrificing the spiritual environment.



The above chart shows the increase in unemployment in the two county area from which the school draws its students. The northern --- area has been blessed with low unemployment

compared to the rest of the country. While some areas of the country suffer with a much higher unemployment rate (Example: Sample Baptist, ---, Michigan still functions with a 15% rate, which is a testament to good administration in a bad economy.) Employment rates were at 2% in northern ---, but now hover between 4% - 5%. This affected this school in a major way in the 2010-2011 school year and apparently has affected sister schools in the area during the 2011-2012 school year. Because of the uncertainty of the national economy, caution and prudence is in order to ensure the long term viability of the school.



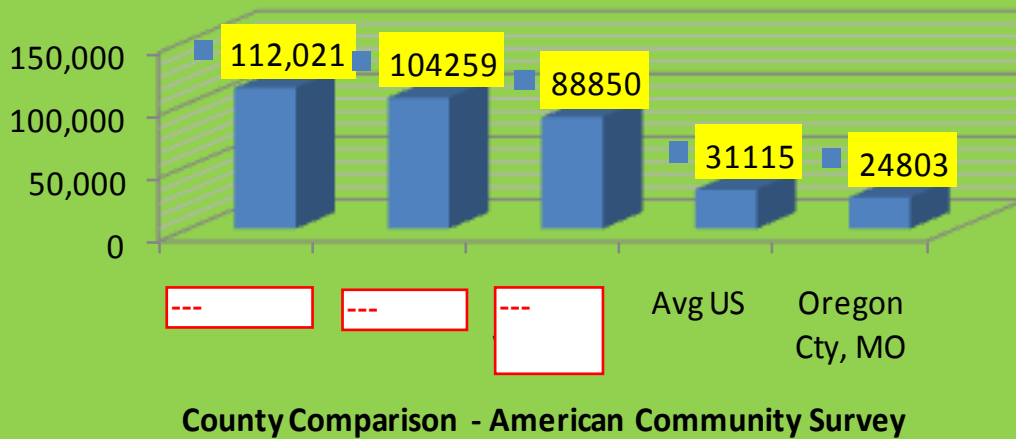
With a eye towards moving to --- County within the next three years, the above chart shows that demographically, moving to --- (--- County) should prove to be a wise course of direction.

While the --- area appears to be going through a pre-gentrification phase, --- County is the place where growing families choose to live. Based on these statistics, the school should be poised to take advantage of the many young families who will be looking for daycare and private schooling options for their children.

In particular, --- is the ideal location for an expanding ministry because it is a center for young, growing families with its access to the Route 7/Route 28 corridor and --- International Airport. There are many job opportunities in the government and high tech sector; thousands choose to settle in --- because of its proximity to these job markets. The headquarters of Verizon, Telos, and the --- sports team are located in ---, but the draw is the access to the RT 28/--- tollway technology corridor.

The population is 88,000 and median household income is over \$100,000.

Median Household Income - US Counties 2005-2009



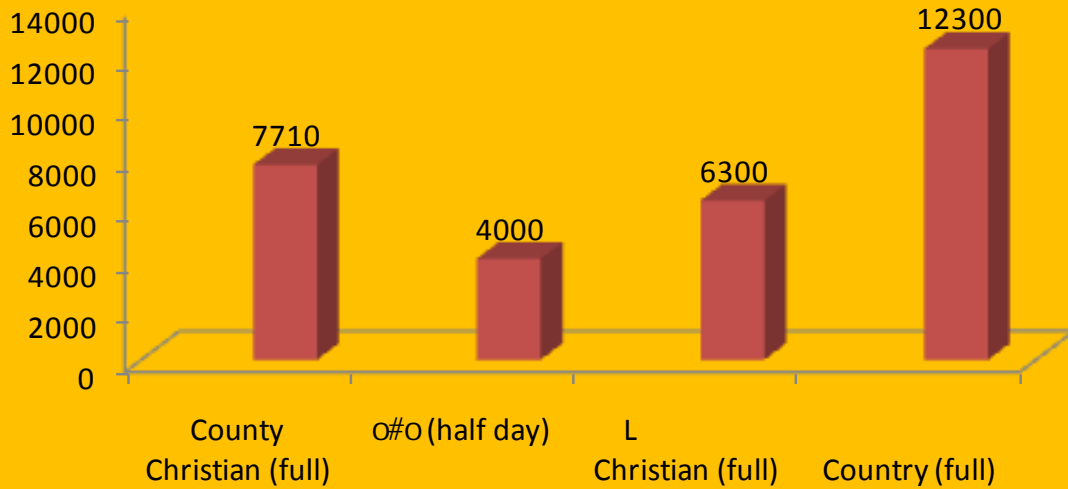
The income level of the --- County area (as well as nearby --- County) is high compared to the rest of the nation.

According to recent statistics, --- County has the highest household income in the nation and close behind is --- County. While incomes are high, the area is an expensive area to live in and housing costs also remain high. (Another reason why staff housing continues to be of great importance for the teaching staff.) But with the higher incomes, a private education is affordable to a good percentage of parents in the region. The school benefits from the above average income of its constituency. With the high income comes parents who place a high priority on education.

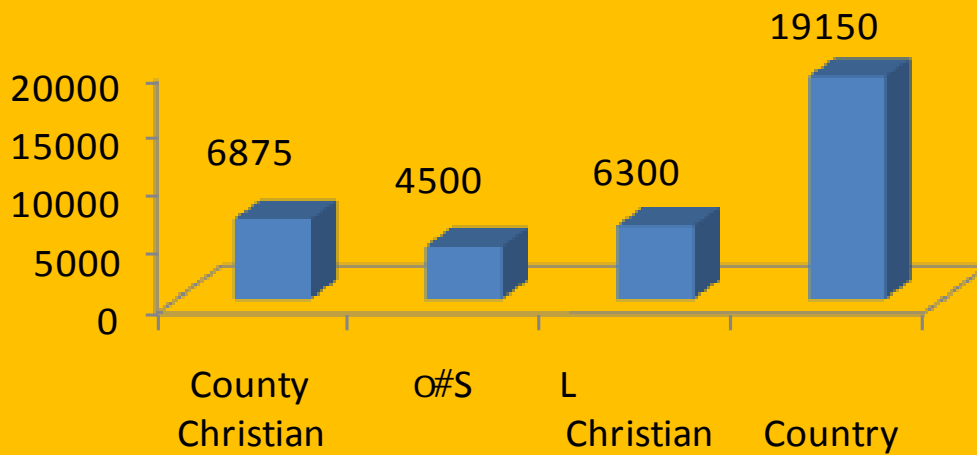
Despite the advantage of upper incomes, there are many Christian school parents who struggle to make tuition, which means the school must consistency remain sensitive to the overall school constituency, including parents who fall well below the median incomes.

It is the goal of the school to remain affordable. Generally speaking, SCS tuition remains about \$3,000 less than similar schools.

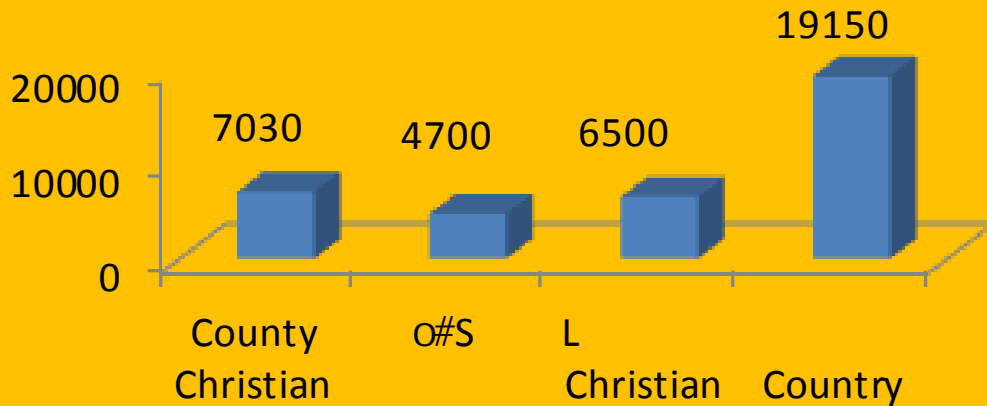
--- Private Schools Kindergarten Tuition



--- County Private Schools - Elementary Tuition



--- County Private Schools Tuition 7th/8th



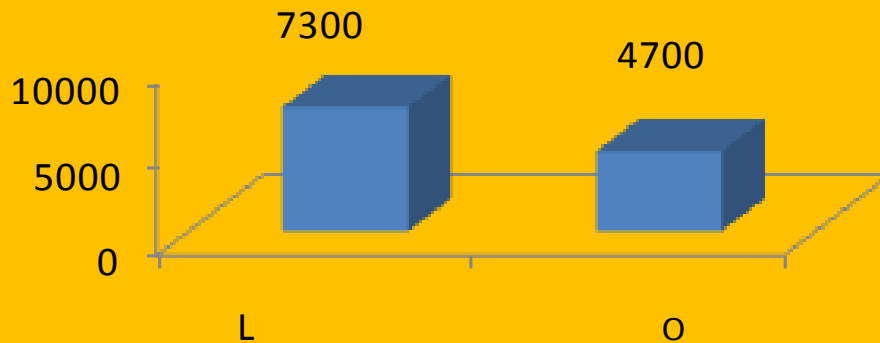
The move to ---County merits a comparison to ---County private schools. The tuition rate compares favorably with these schools. Typically, SCS raises tuition by \$10.00 to \$25.00 per month per student which takes care of raises for teachers in the new year. Tuition levels could be raised significantly, yet would still be quite lower than area schools.

Overall, conservative Christian schools have lower tuition rates than non-faith-based private schools. In this case, the gap between SCS and other schools is considerable and bodes well for our entry into the county.

Although --- County has several high-priced private boarding schools near --- farther to the west, there is little competition for private high school students in eastern --- County.

The only other private high school is L.Christian, which is not a competitor but a sister school. There remains a significant gap in the two schools' tuition price.

--- County Private Schools Tuition 9th-12th



Stanford Achievement Test Scores

In April of each school year, students from K5 through 12th are given the Stanford Achievement Test. Students in grades 3, 6, and 9 are also given the Otis-Lennon Intelligence Test. The idea is to provide a yearly gauge to ascertain academic progress and to provide a baseline to determine where the student is in relationship to his peers.

The following charts are a five year comparison of group scores per grade, from 2006 to 2011.

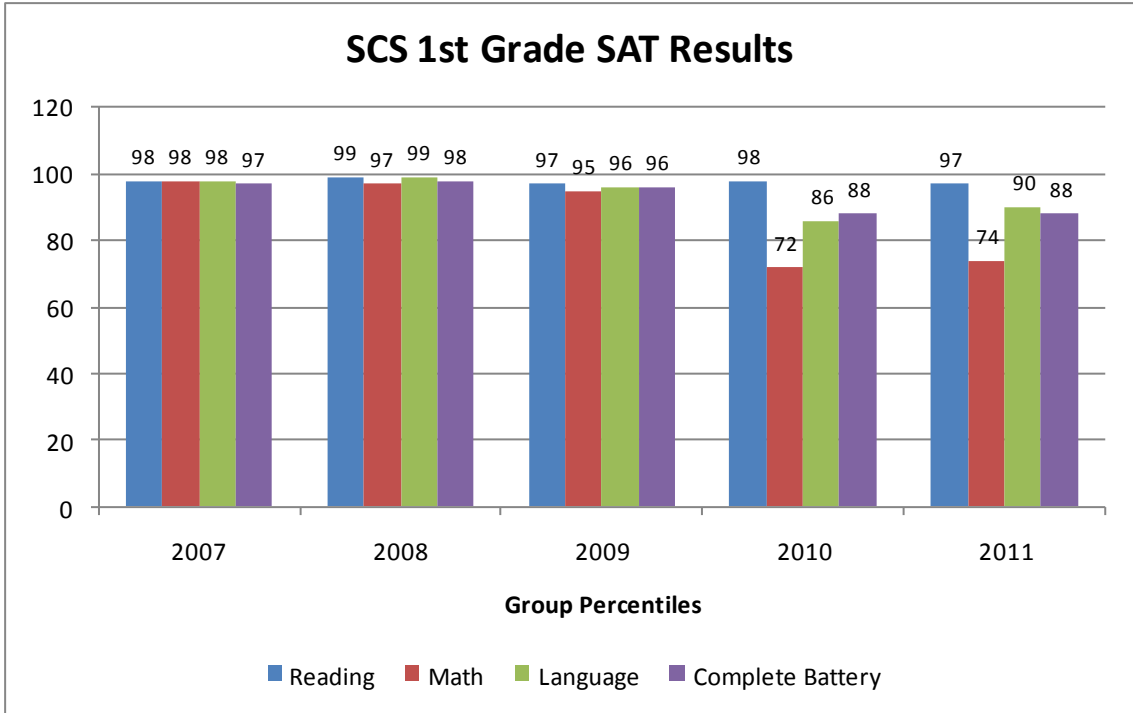
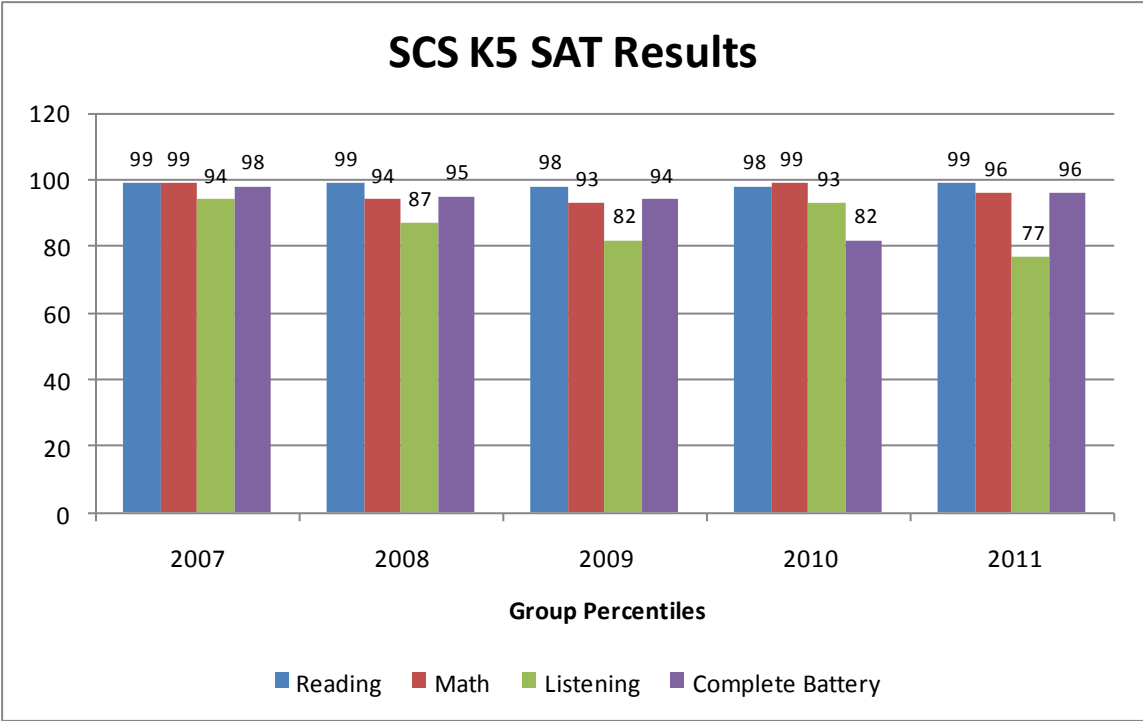
SAT RESULTS 2006-2011

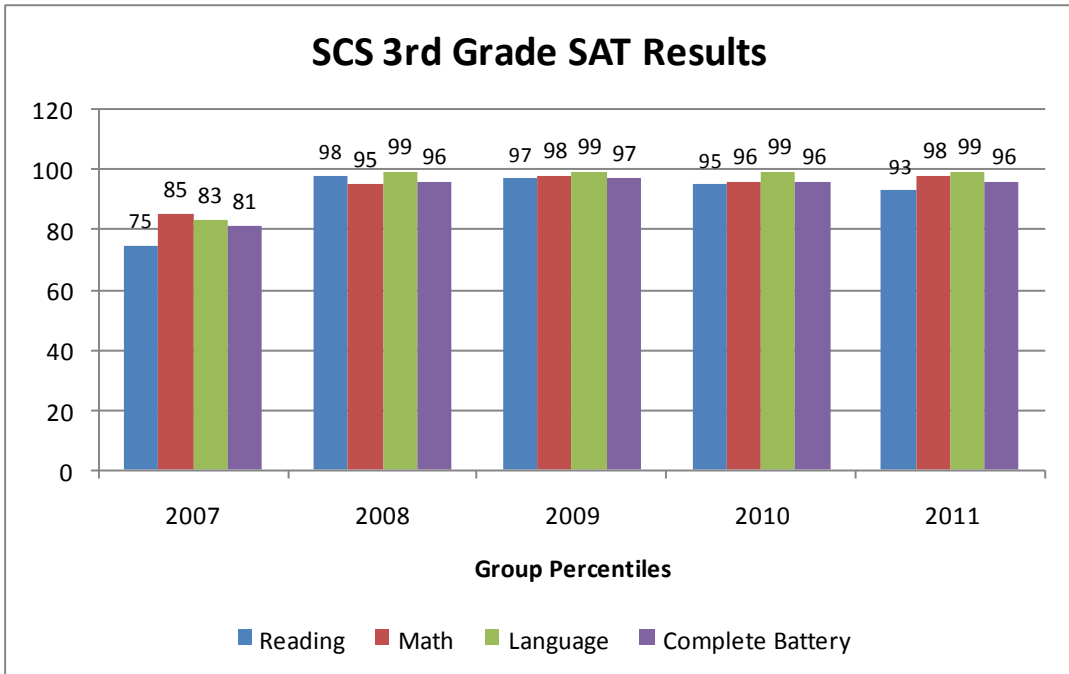
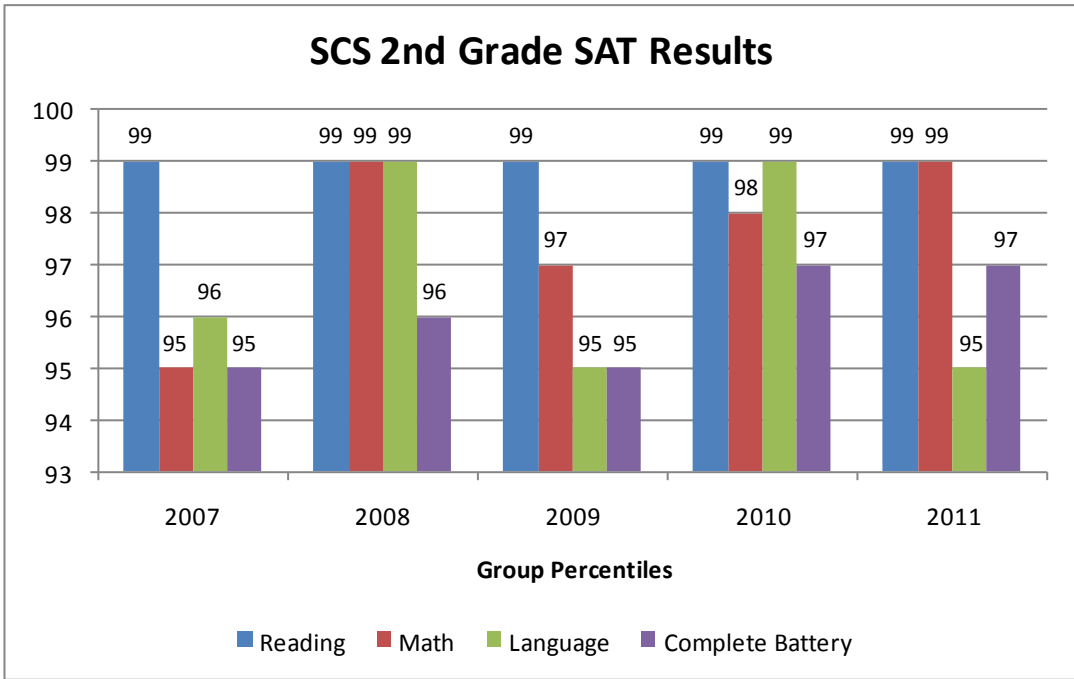
	2006	2007	2008	2009	2010	2011
K5						
Reading	95	99	99	98	98	99
Math	86	99	94	93	99	96
Listening	83	94	87	82	93	77
Complete Battery	90	98	95	94	82	96
1st grade						
Reading	91	98	99	97	98	97
Math	82	98	97	95	72	74
Language	92	98	99	96	86	90
Spelling	98	99	98	99	96	99
Listening	85	98	99	90	80	80
Complete Battery	89	97	98	96	88	88
2nd grade						
Reading	91	99	99	99	99	99
Math	85	95	99	97	98	99
Language	78	96	99	95	99	95
Spelling	96	96	99	92	99	99
Listening	68	90	73	93	84	88
Complete Battery	85	95	96	95	97	97
3rd grade						
Reading	99	75	98	97	95	93
Math	94	85	95	98	96	98
Language	99	83	99	99	99	99
Spelling	99	86	99	99	98	98
Listening	96	73	96	94	90	98
Social Science	91	95	93	90	92	93
Complete Battery	97	81	96	97	96	96

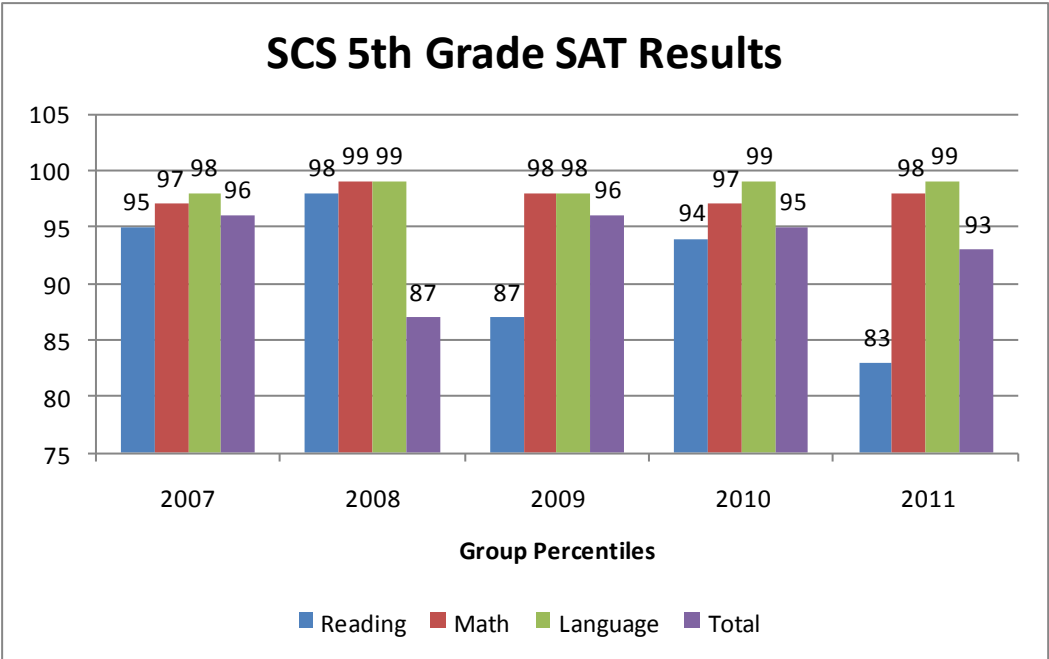
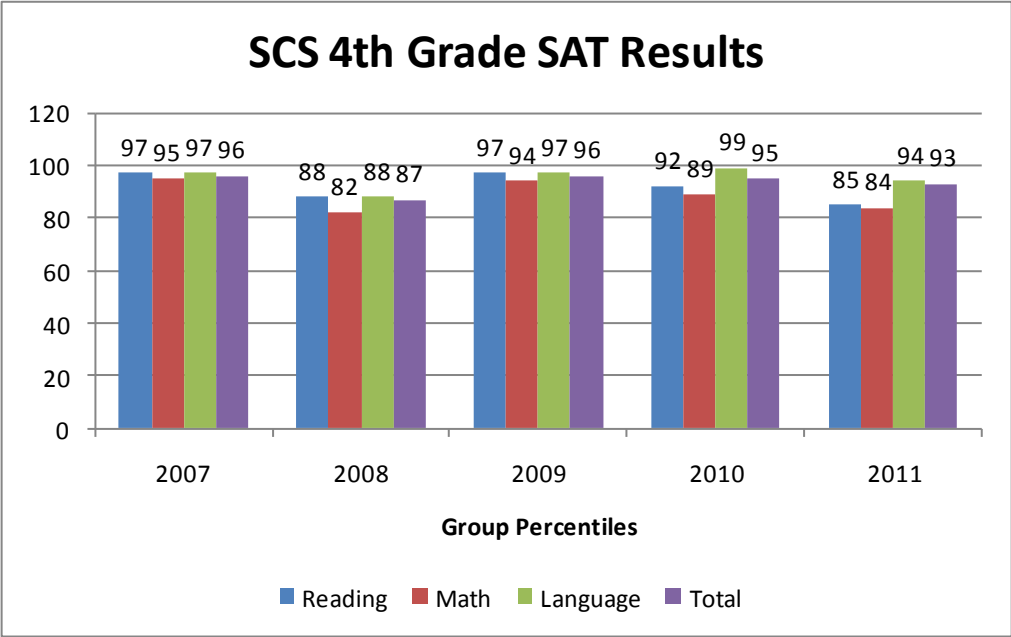
	2006	2007	2008	2009	2010	2011
Fourth Grade						
Reading	96	97	88	97	92	85
Math	81	95	82	94	89	84
Language	94	97	88	97	99	94
Spelling	84	99	96	96	99	82
Science	87	92	58	83	96	95
Social Science	92	96	86	95	90	93
Listening	68	98	72	92	59	95
Complete Battery	90	96	87	96	95	93
Fifth Grade						
Reading	96	95	98	87	94	83
Math	99	97	99	98	97	98
Language	99	98	99	98	99	99
Spelling	96	97	99	97	99	99
Science	97	85	98	82	96	91
Social Science	99	97	99	93	99	99
Listening	99	98	99	81	99	98
Complete Battery	98	96	99	93	99	98
Sixth Grade						
Reading	85	99	99	97	98	78
Math	98	99	98	99	99	98
Language	98	99	99	99	99	99
Spelling	93	99	90	99	97	97
Science	76	94	97	93	99	80
Social Science	91	99	98	96	96	98
Listening	83	97	83	83	92	91
Complete Battery	92	98	97	97	98	94

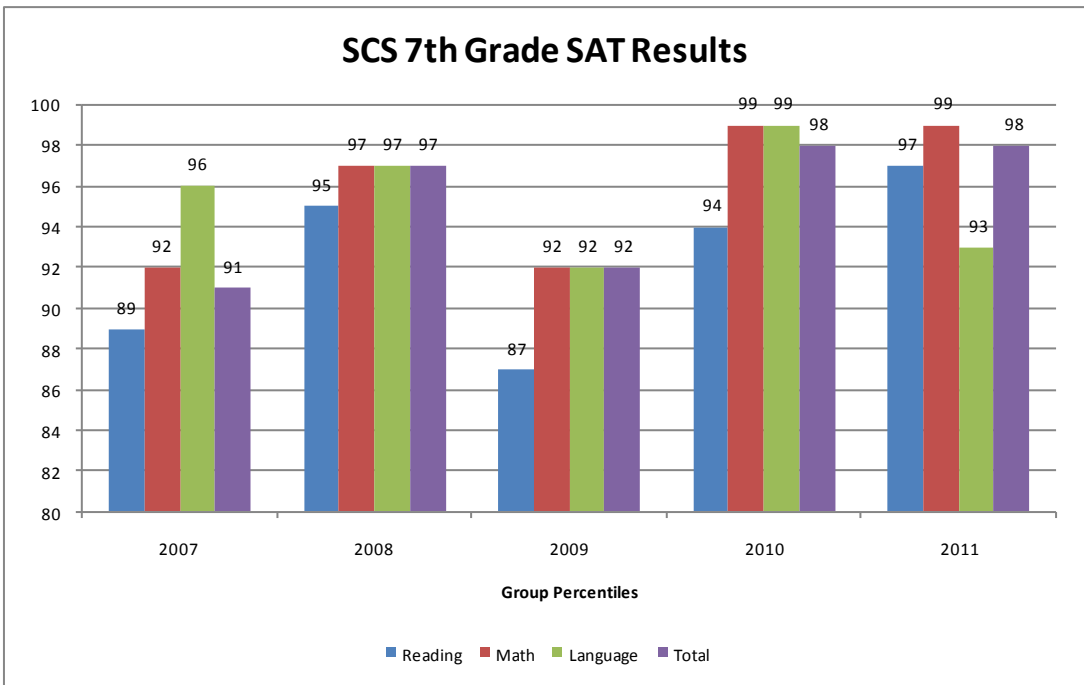
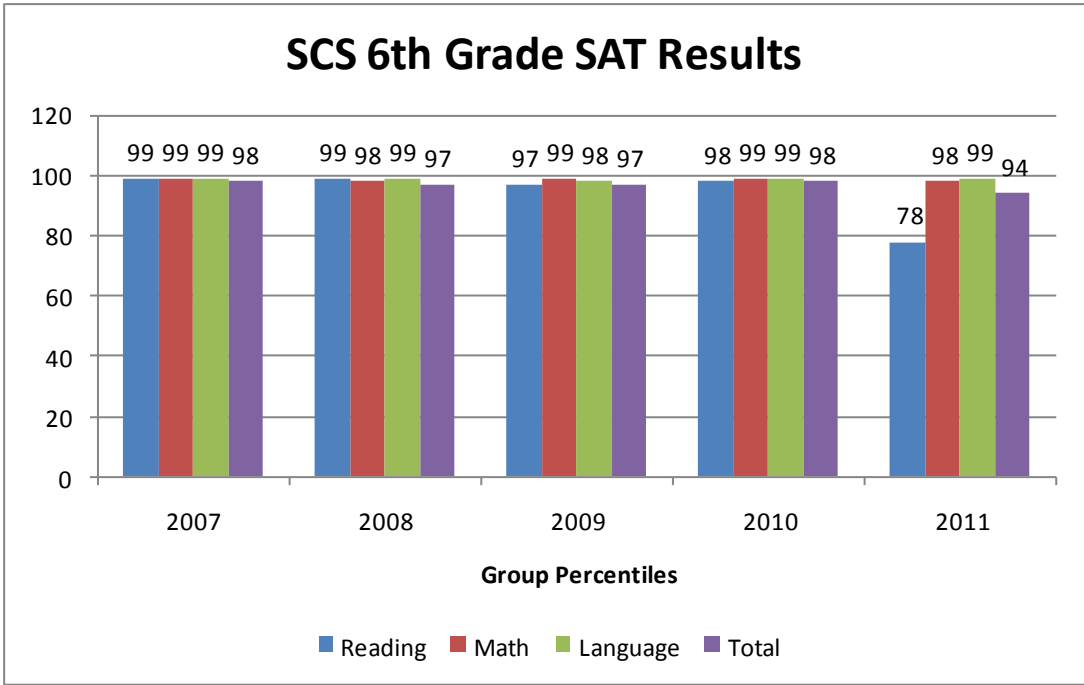
Seventh Grade	2006	2007	2008	2009	2010	2011
Reading	95	89	95	87	94	97
Math	94	92	97	92	99	99
Language	99	96	97	92	99	93
Spelling	99	95	99	99	99	98
Science	93	87	96	82	99	93
Social Science	99	95	97	98	99	98
Listening	80	72	93	88	94	99
Complete Battery	96	91	97	92	98	98
Eighth Grade	2006	2007	2008	2009	2010	2011
Reading	82	95	89	92	96	98
Math	87	96	92	96	93	99
Language	89	99	99	99	99	99
Spelling	90	99	99	99	95	99
Science	72	75	50	89	93	97
Social Science	93	96	93	99	97	99
Listening	89	92	87	94	98	99
Complete Battery	88	96	92	96	96	98
Ninth Grade	2006	2007	2008	2009	2010	2011
Reading	95	90	95	93	99	95
Math	82	85	91	91	92	80
Language	95	99	99	97	99	99
Spelling	98	98	99	96	99	98
Science	93	95	96	94	99	93
Social Science	97	93	97	93	97	92
Thinking	89	89	85	90	91	87
Complete Battery	95	95	97	95	98	95

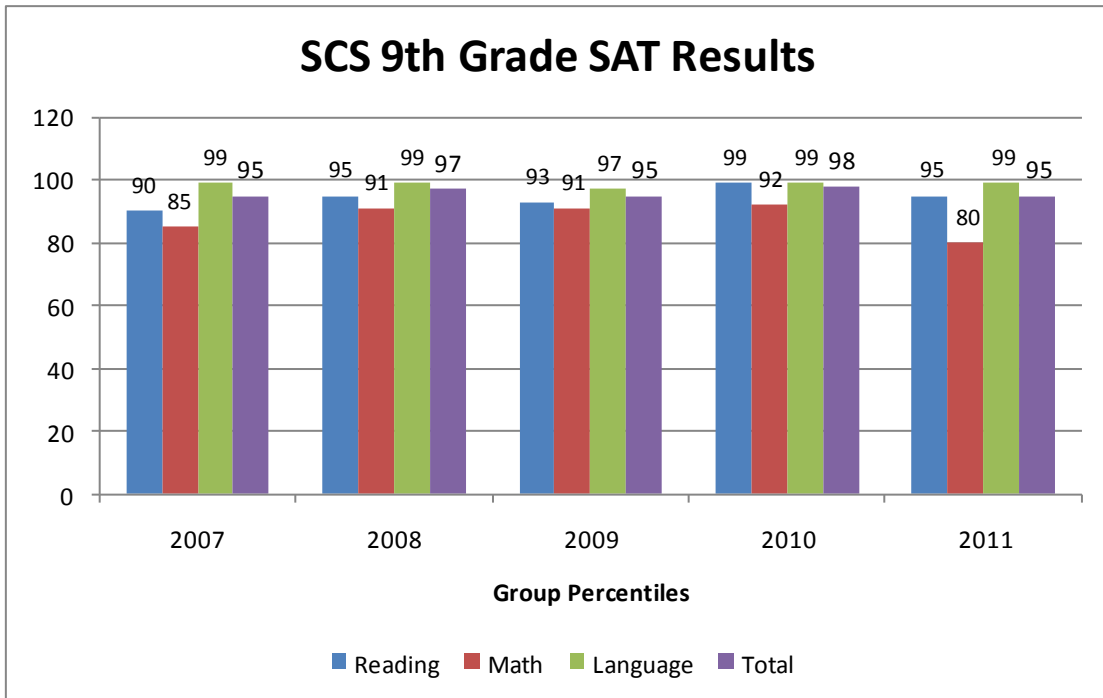
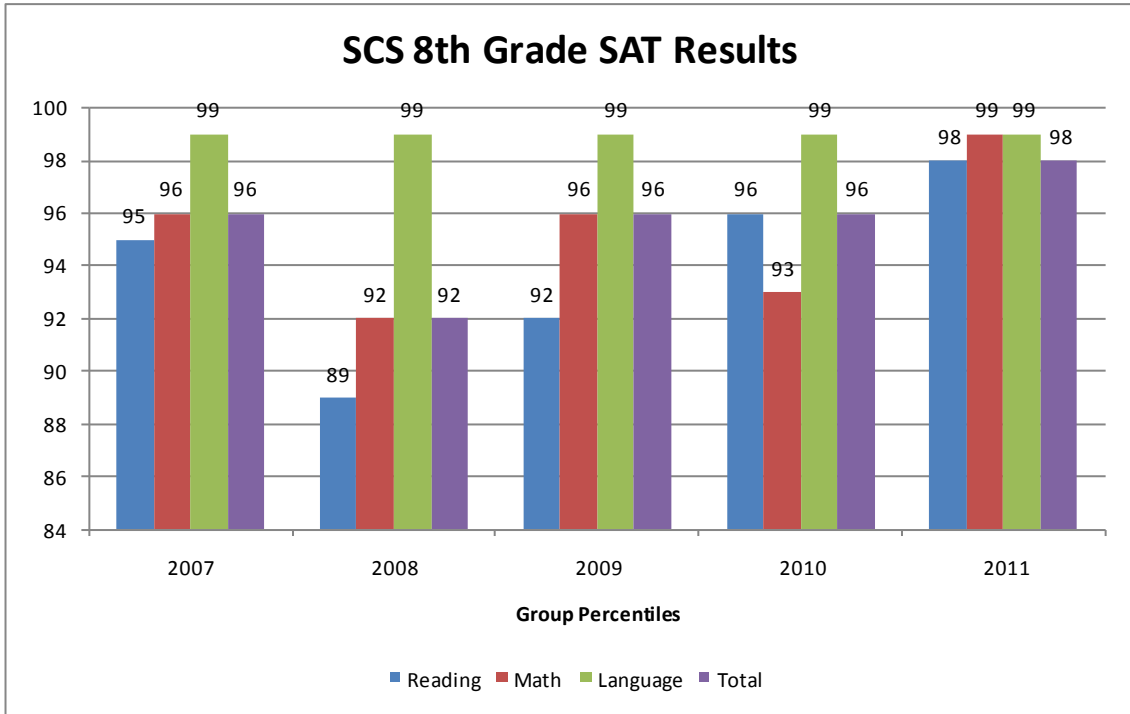
Tenth Grade	2006	2007	2008	2009	2010	2011
Reading	98	98	87	99	90	97
Math	99	91	99	96	91	92
Language	99	97	99	99	93	99
Spelling	99	84	93	99	98	99
Science	99	98	94	97	98	97
Social Science	99	99	93	97	96	95
Thinking	98	95	91	96	91	93
Complete Battery	99	96	92	98	94	97
Eleventh Grade	2006	2007	2008	2009	2010	2011
Reading	97	99	95	95	99	83
Math	99	99	97	99	99	99
Language	98	99	98	99	99	99
Spelling	95	99	99	99	99	99
Science	99	99	94	84	99	95
Social Science	99	99	99	97	99	95
Thinking	99	99	98	97	99	98
Complete Battery	98	99	97	97	99	97
Twelfth Grade	2006	2007	2008	2009	2010	2011
Reading	99	99	99	98	88	99
Math	99	99	99	99	98	99
Language	99	99	99	99	99	99
Spelling	99	99	99	99	99	99
Science	99	99	99	99	98	99
Social Science	99	99	99	99	98	99
Thinking	99	99	99	99	99	99
Complete Battery	99	99	99	99	98	99

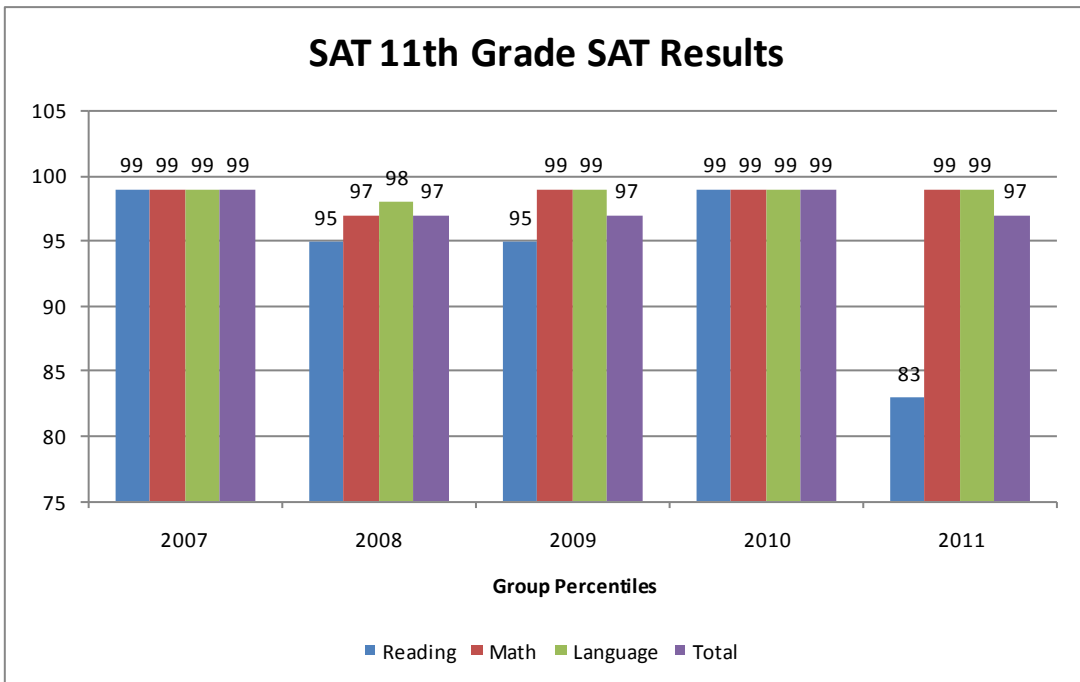
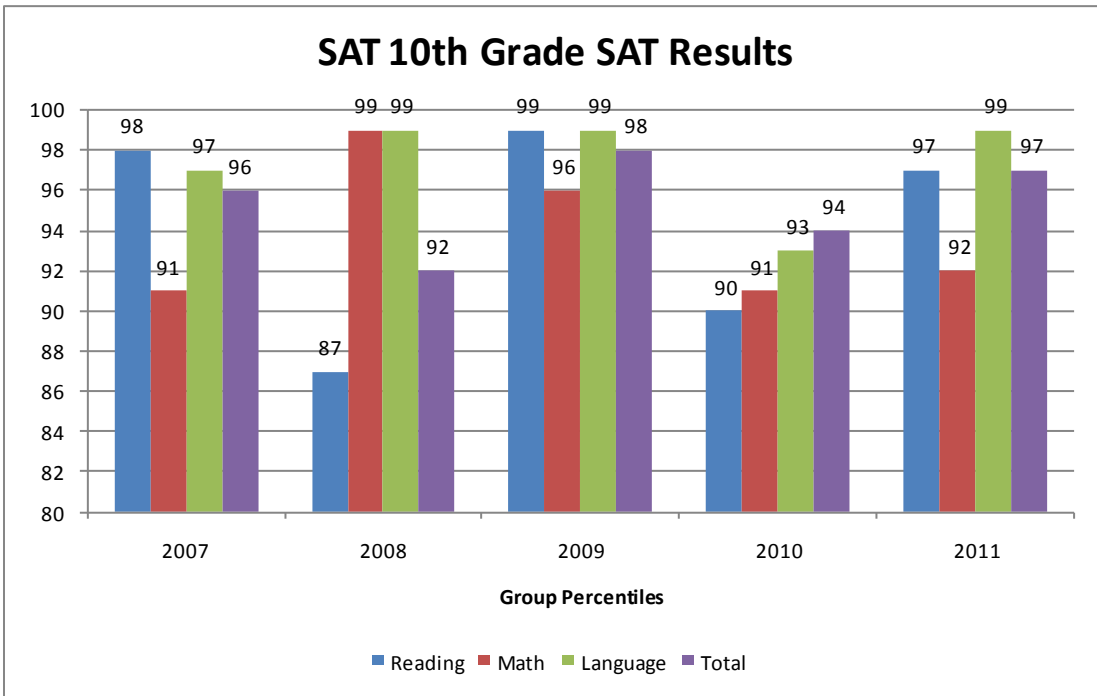


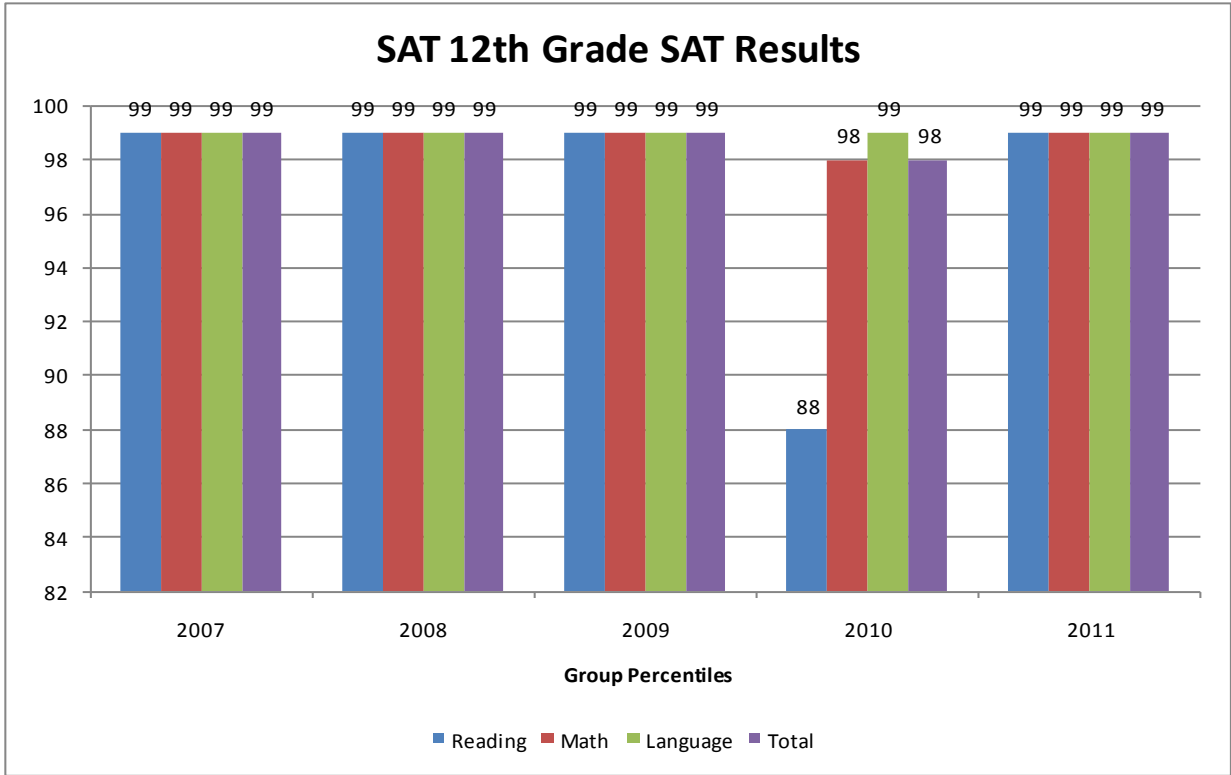














College Readiness Letter for:

Sample Christian SCHOOL

June 29, 2011

Code: 471068

PRINCIPAL



011061110

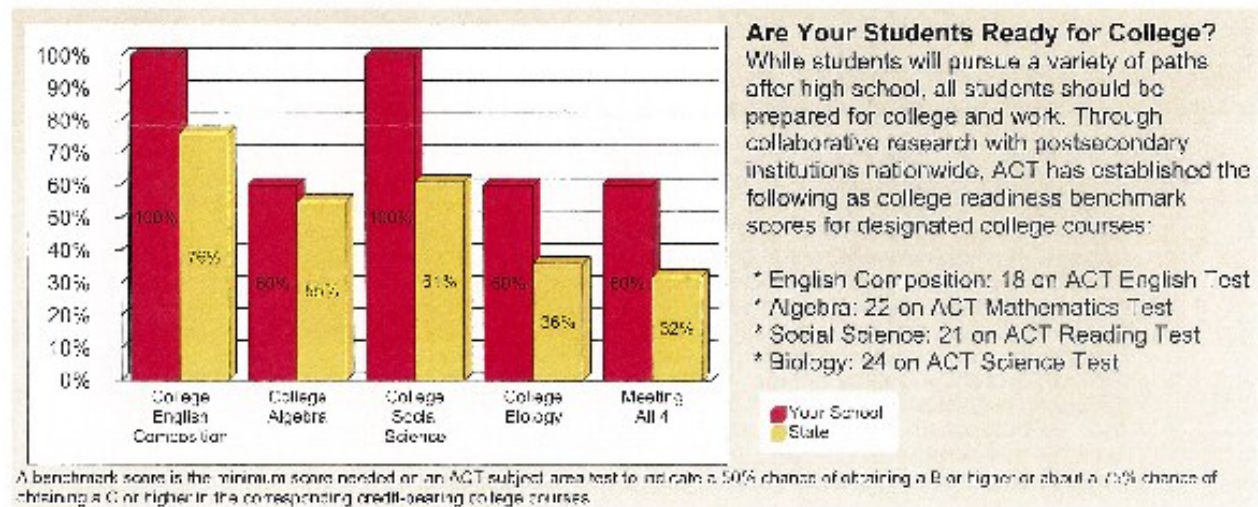
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2007	4	14,653	24.5	21.0	22.5	21.2	26.0	21.7	25.3	21.7	24.8	21.4
2008	5	16,896	24.8	21.5	26.0	21.8	24.6	22.2	25.2	21.3	25.4	21.8
2009	8	17,902	24.9	21.7	23.5	21.8	25.3	22.3	20.6	21.4	23.6	21.9
2010	2	19,236	21.0	22.0	17.0	22.1	23.5	22.5	18.0	21.9	20.0	22.3
2011	5	20,526	26.6	22.1	24.8	22.2	27.2	22.7	25.0	21.8	26.2	22.3

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



A District College Readiness Letter has been sent to the Superintendent of the district.

AMERICAN COLLEGE TEST

The ACT scores for Sample Christian School students have been encouraging.

In 2011, the average English score was 26.6 (22.1 state). In mathematics, the average score was 24.8 (22.2 state). Sample students did best in reading with an average score of 27.2. (versus the state score of 22.7) . Science was 25.0 (versus 21.8). The composite scores for 2011 averaged 26.2 (22.3 state). Sample graduates clearly exceed the national average of college bound students who take the ACT.

Are SCS students prepared for college coursework? According to the ACT in Iowa City, 100% of SCS students are ready for College English Composition, 60% are ready for college algebra, 100% are ready for college social science, 60% are ready for college biology. All of these percentages are significantly above state percentages with the largest gap in social science (100% SCS students are college ready versus 61% for state of ---)

2010 –2011 ACT Scores

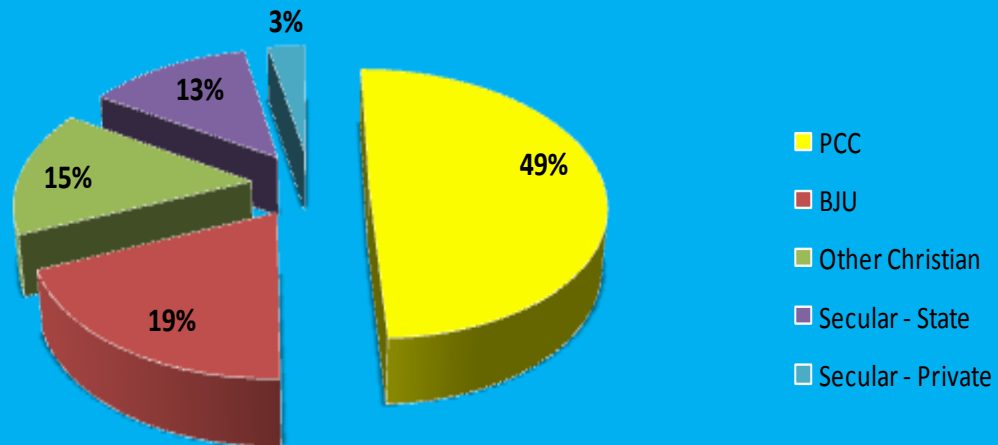
Students	Eng	Math	Read	Sci	Composite
C.	25	24	22	21	23
M.	25	27	31	23	27
J.	21	17	17	18	19
A.	30	33	26	25	29
L	35	27	32	29	31
L.	27	26	29	28	28
N.	22	26	26	24	22
J.					23*

*converted from SAT scores

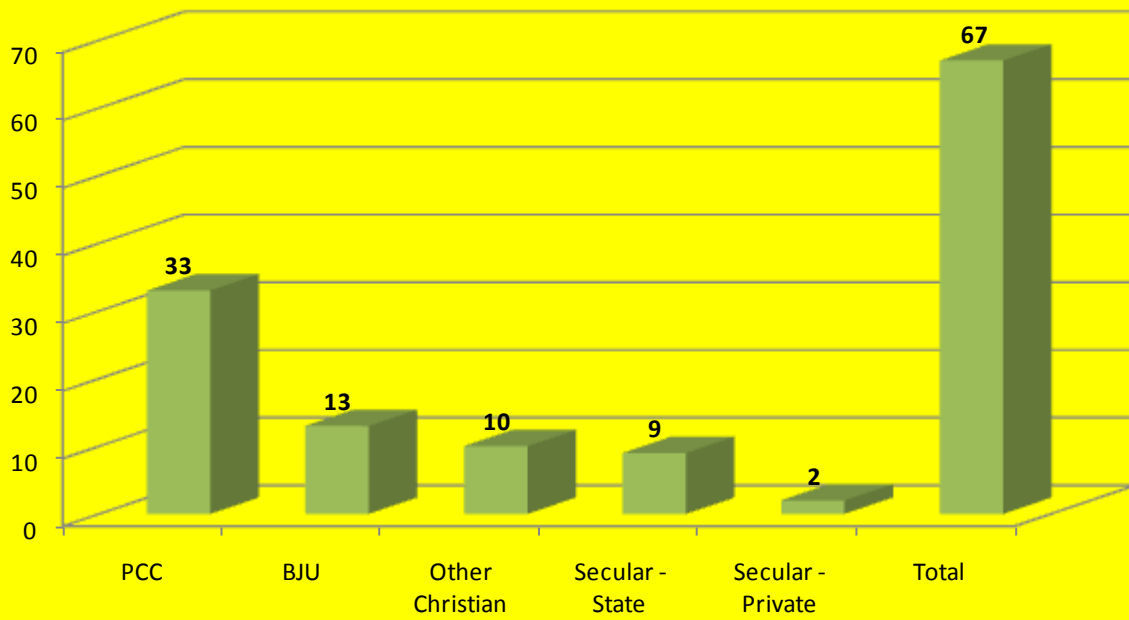
College Choices of SCS Grads

2001-2011

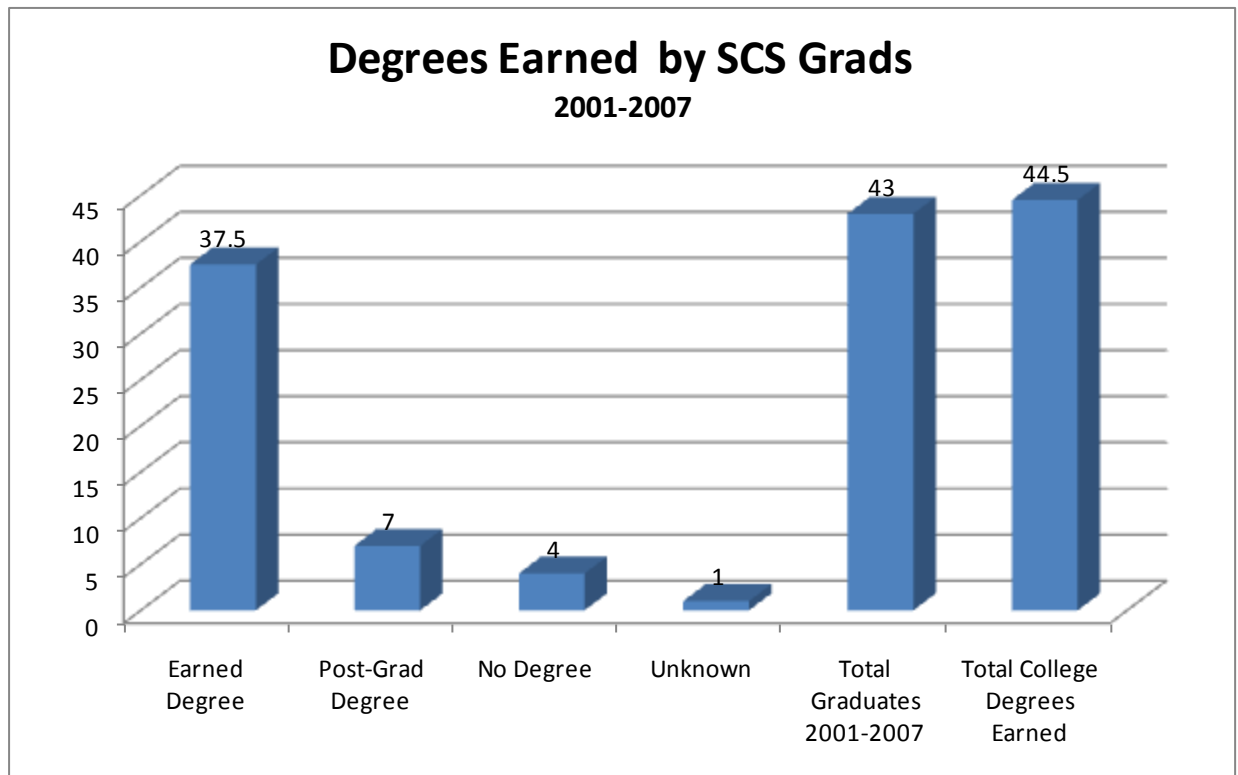
Colleges attended in fall after graduation



SCS Grads 2001-2011

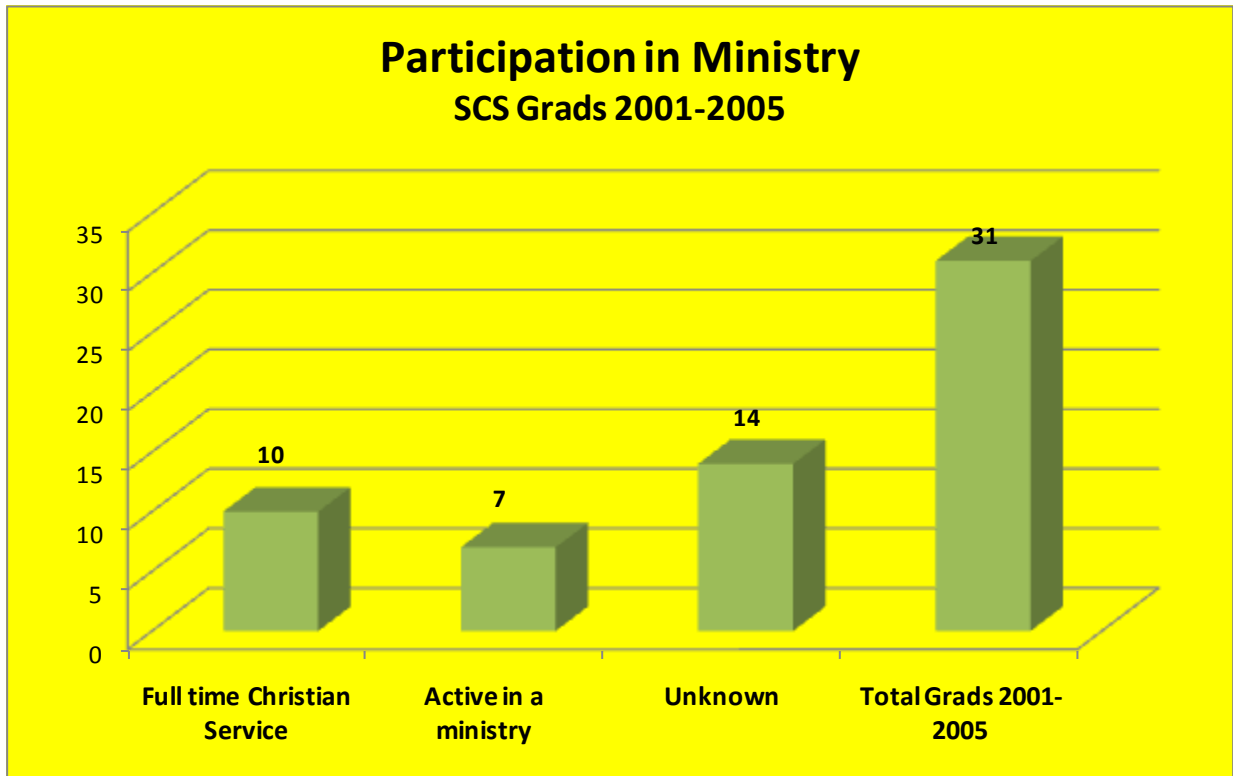


Schools attended in fall following graduation



Trends—SCS Graduates

- 100% of SCS graduates attend college. They may delay college and they may attend Northern --- Community College first, but all attend college. Not all have graduated, however. A small minority have dropped out.
- The vast majority of graduates attend conservative Christian colleges. Of the graduates since 2001, 49% have attended Pensacola Christian College and 19% attend Bob Jones University. Other conservative Christian colleges include Maranatha Baptist Bible College and West Coast Baptist College. More liberal Christian colleges include Cedarville University, Liberty University, and LeTourneau University.
- Secular colleges that have admitted SCS graduates include: George Mason University, NOVA, University of West Florida, University of Virginia, James Madison University, Embry-Riddle Aeronautical University (AZ), and Jefferson College of Health Sciences (---).
- Not every SCS graduate finishes college, but the vast majority have done so and there have been enough graduate degrees have been earned so that there are more college degrees than graduates. Since 2001, at least six masters degrees have been earned by SCS grads with more on the way.



Graduate Ministry Participation

The goal of the school is not to produce college graduates, but to produce college-ready committed servants of Jesus Christ. Obviously, the ultimate success of the school cannot be viewed solely by how many college diplomas are earned.

Ministry participation is difficult to gauge, but according to the best information the school could obtain, there is a significant interest in spiritual values demonstrated by graduates of the school. (Graduates 2001-2005) Ten or so graduates are currently serving the Lord in full time Christian service on church staffs, Christian school staffs, or on the mission field. Others are actively engaged in their home church.

Graduates on the mission field include: --- (DR), --- (Honduras), --- (Belize), --- (Belize). Others in full time ministry include: --- (assistant pastor, California), --- (Christian school teacher, Illinois), --- (Christian school teacher, S. Korea), --- (church staff, Baptist church, Fostoria, Michigan), --- (Christian school, California), and --- (Christian school teacher, Tennessee). Many are preparing for full time ministry and many are engaged in their local churches in ministry on a part-time basis.

SCHOOL FEEDBACK:

SURVEY RESULTS FROM TEACHERS, STUDENTS, AND PARENTS

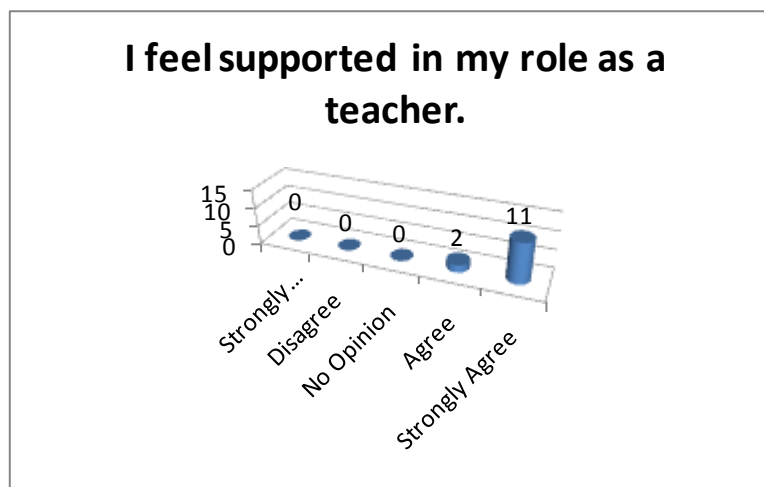
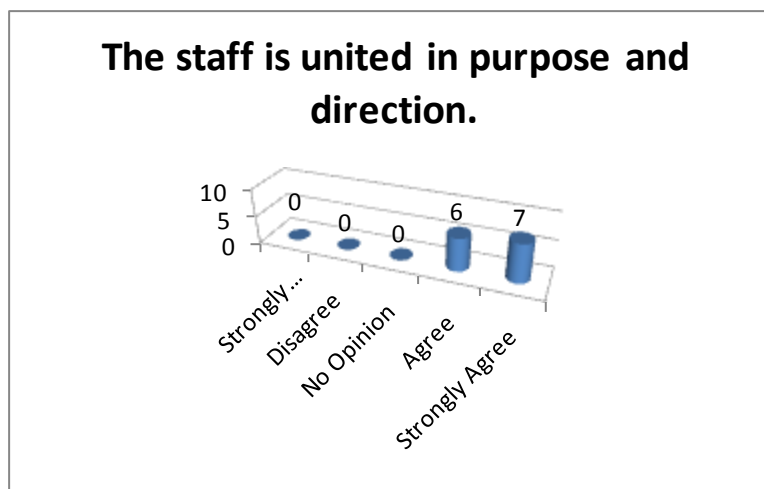
The school regularly solicits feedback from parents and high school students. To help assess school needs, faculty were also surveyed.

All respondents had to read a statement and agree or disagree with it; all of the surveys were anonymous to ensure an honest response.

On the following pages, the results of three separate surveys will be chronicled.

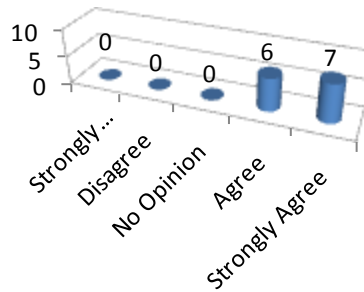
Sample Christian School -Teacher Survey Results

In October of 2011, the teachers were given surveys to fill out in which they were asked to respond to a variety of statements. The choices were: SD (Strongly Disagree), D (Disagree), NO (No Opinion), A (Agree), SA (Strongly Agree). The statements were given to ascertain teacher perception of the direction of the school, supervisory staff, administrative support, compensation, benefits, support for discipline by the administration, appreciation by the administration, resources, work pace, workload, enjoyment of teaching, personal confidence level, fair treatment, working conditions, administrative fairness, parental fairness, agreement with mission, agreement with academic direction, and classroom setting, and curriculum. Responses were anonymous to ensure honest feedback. Most all of the teachers responded to the survey.

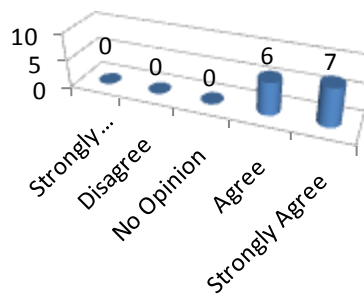


SD=Strongly Disagree D=Disagree NO=No Opinion A=Agree SA=Strongly Agree

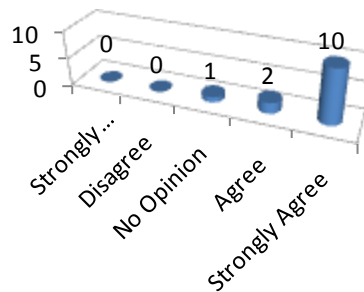
I feel adequately compensated for my work.



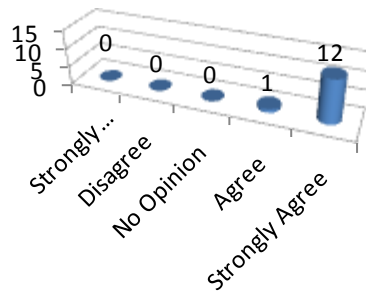
The benefit package meets my needs.



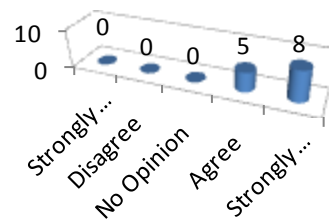
I feel supported in the discipline process.



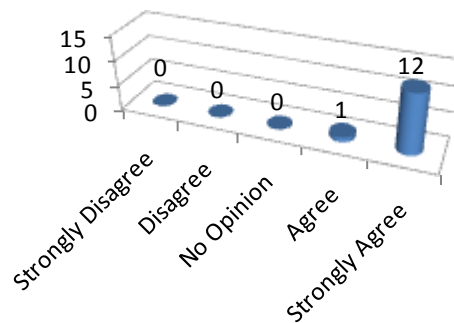
The administration appreciates my work.



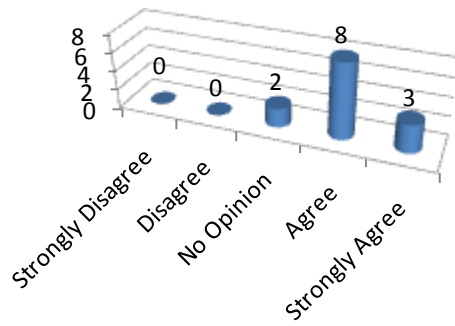
I have the resources at my disposal to do a good job.



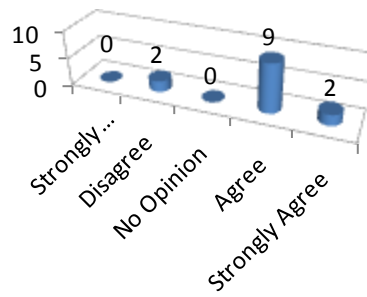
I enjoy teaching.



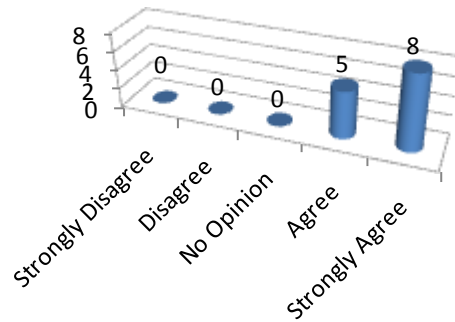
My workload is manageable.



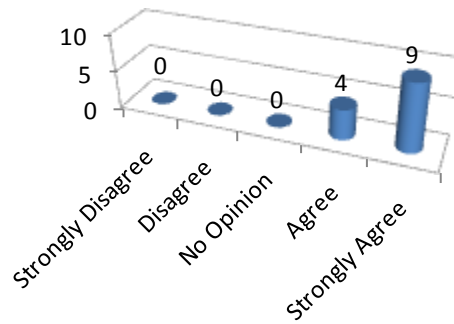
I am working at a pace I can sustain.



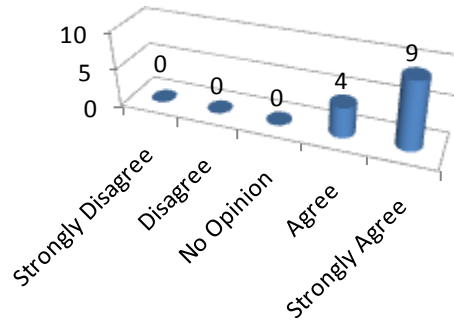
I feel confident as a teacher.



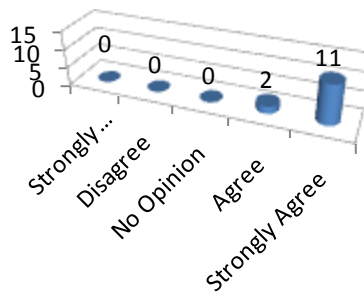
I believe I am treated fairly.



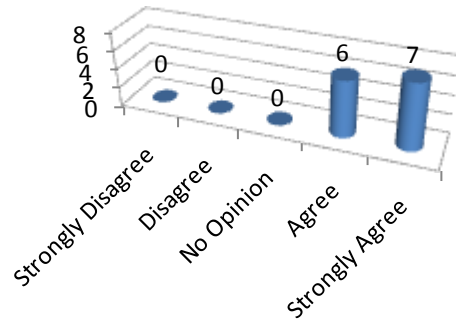
I enjoy teaching at Sample.



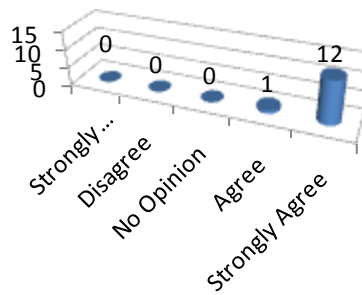
I would recommend SCS to another teacher.



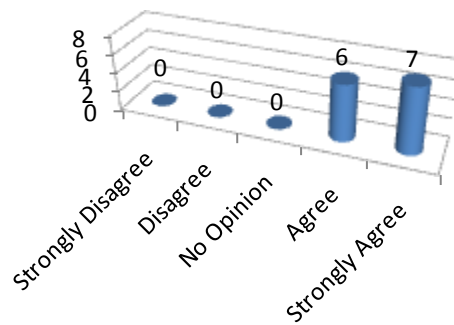
School policies are fair.



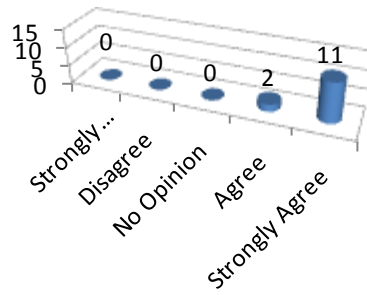
I am proud of Sample Christian School.



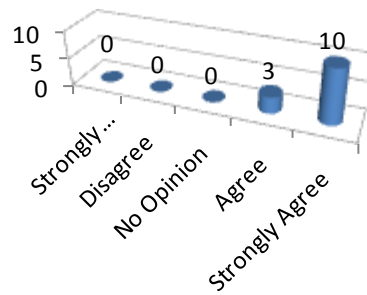
Working conditions are excellent.



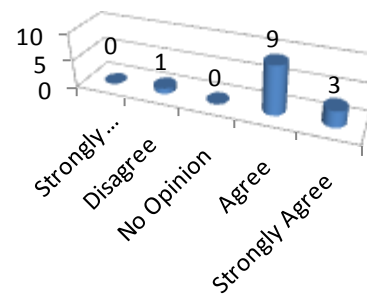
I agree with the school's mission and purpose.



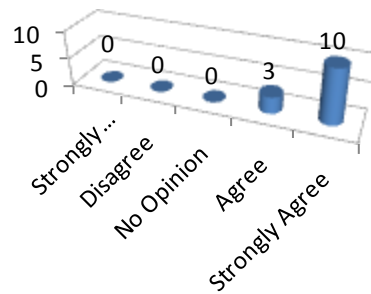
SCS is going in the right direction academically.



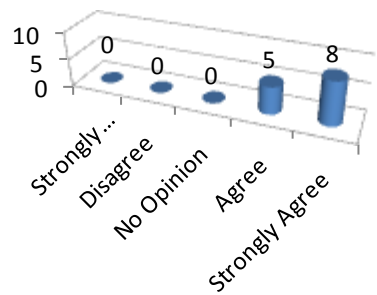
I am treated fairly by school parents.



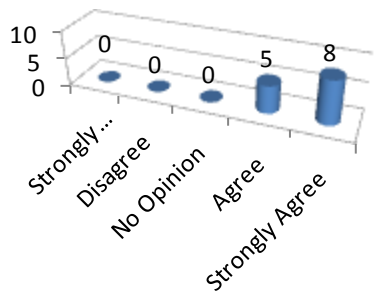
I believe the future of SCS is bright.



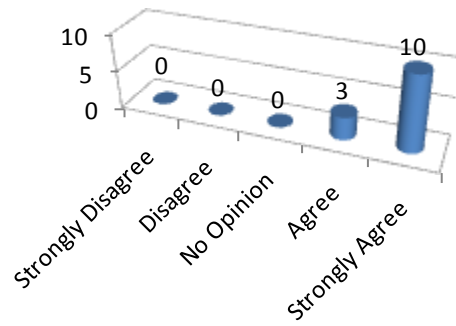
My classroom setting is conducive to learning.



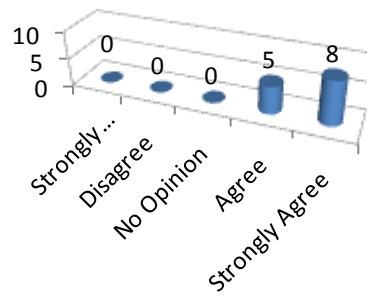
The curriculum is well suited to successful teaching.



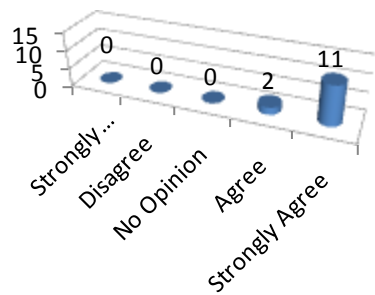
I feel part of a team.



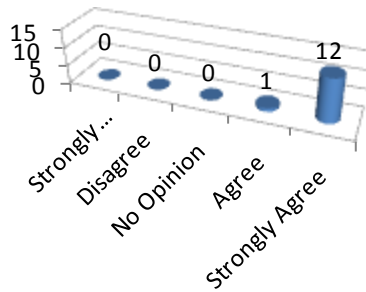
I can go to a supervisor with a concern.



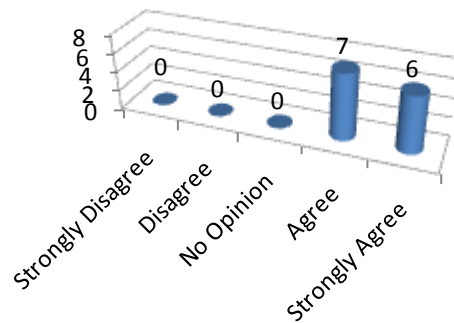
SCS compares favorably with other Christian schools.



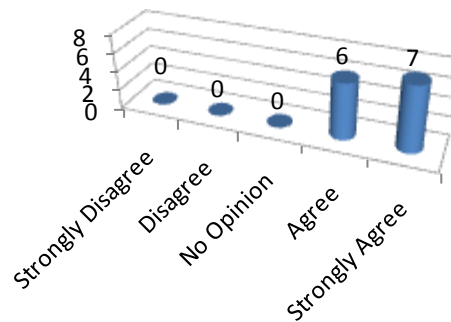
I have benefitted from working at SCS.



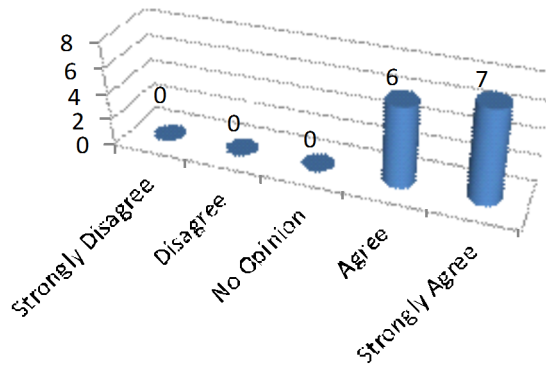
My opinion counts at work.



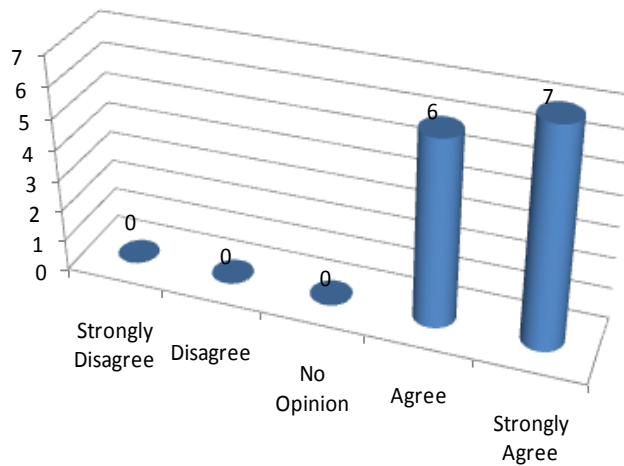
Teacher morale is good.



I believe the administration would support me in a conflict with a parent.



The staff gets along together fairly well.



Of the sixteen full time teachers, thirteen teachers responded in the timeframe allotted to the anonymous teacher survey. (Part-time teachers were not a part of the survey.)

The results were overwhelmingly positive, indicating that the staff enjoy working at Sample. If teachers decide to leave, it would not be for reasons related to conditions at the school or the job description. The faculty's needs are being met and most feel the administration supports them in their roles.

Analysis of Teacher Survey Results

The survey results indicate most teachers are content. It is regrettable that not all the teachers answered the survey, but those who answered gave empirical evidence to what the school has attempted to foster: happy teachers. Thirteen of the sixteen full time teachers responded.

The respondents agreed that:

- The staff is unified. Considering that the faculty theme for the year is “Likemindedness” this is positive development. Since the school is engaged in a great task, it is rewarding to know that the staff is united.
- Teachers feel strongly that they are supported. In an era where parents tend to blame educators instead of supporting them, this perception is important. Teachers are encouraged to go the extra mile with all parents, but in the end they are assured of administrative support.
- The compensation and benefit package continue to be satisfactory.
- Teachers feel supported in the discipline process, although one respondent had “no opinion.”
- No pressure was applied to the teachers to garner positive results. The anonymous forum allowed for privacy of comments.

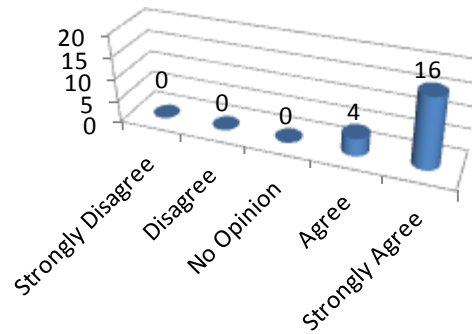
Sample Christain School—Parent Survey Results

In October of 2011, a sampling of parents of SCS students were given surveys to fill out in which they were asked to respond to a variety of statements.

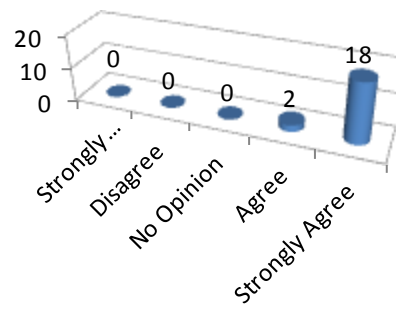
The choices were: SD (Strongly Disagree), D (Disagree), NO (No Opinion), A (Agree), SA (Strongly Agree).

The statements were given to ascertain parental perceptions of the direction of the school, quality of the school, quality of the staff, etc. Responses were anonymous to ensure honest feedback. Twenty parents chose to respond within the specified timeframe. The results were primarily positive.

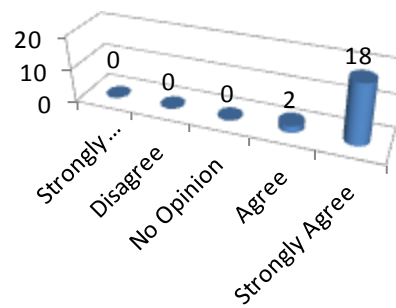
My child feels safe at school.



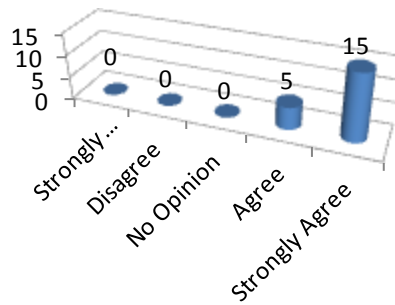
The school has a friendly atmosphere.



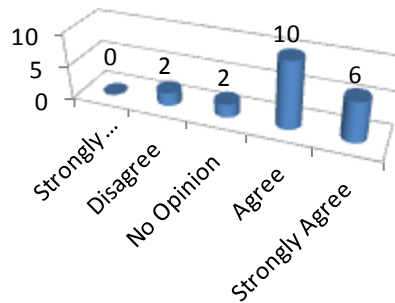
I am satisfied with the quality of academics.



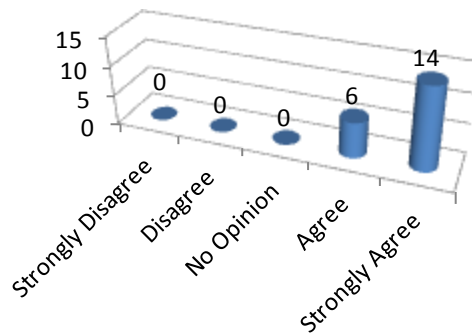
I believe the teachers care about their students.

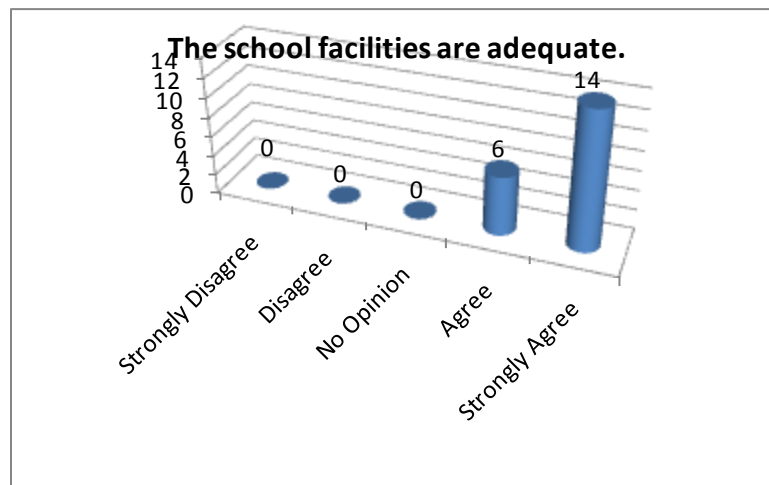
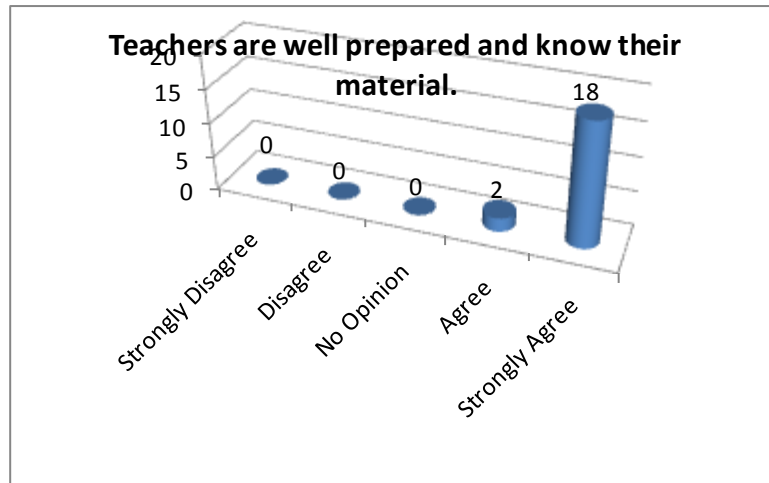
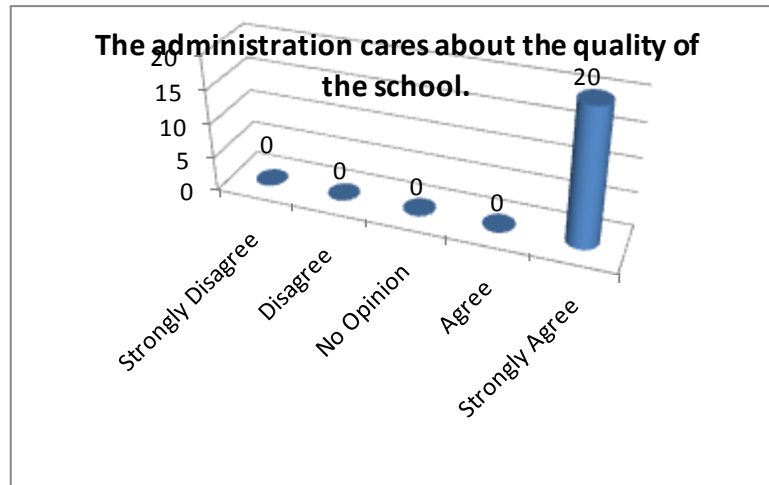


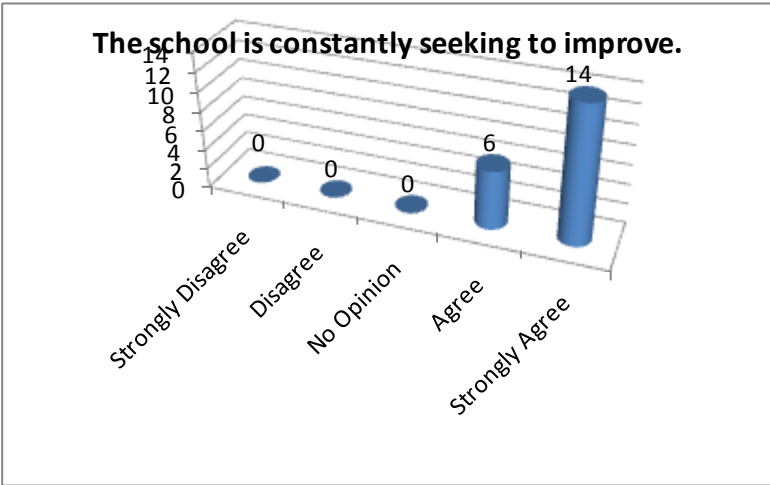
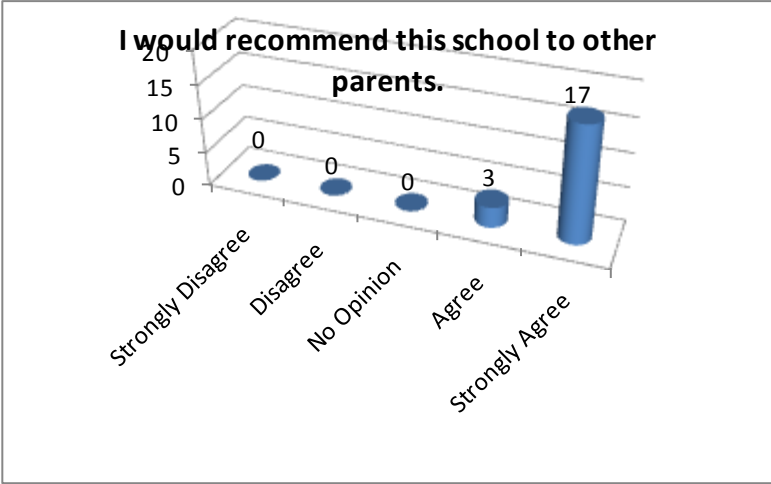
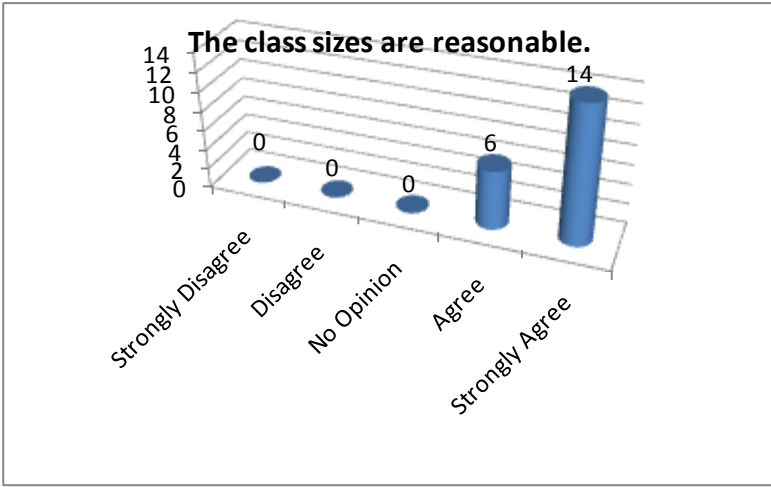
My child has a reasonable homework load.

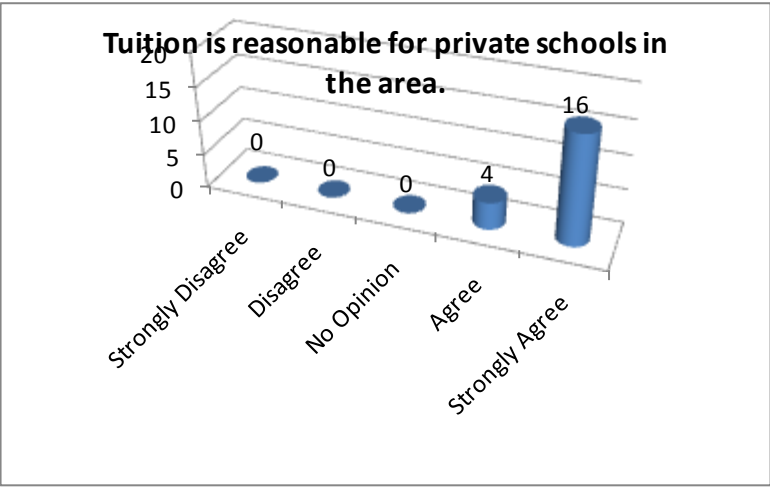
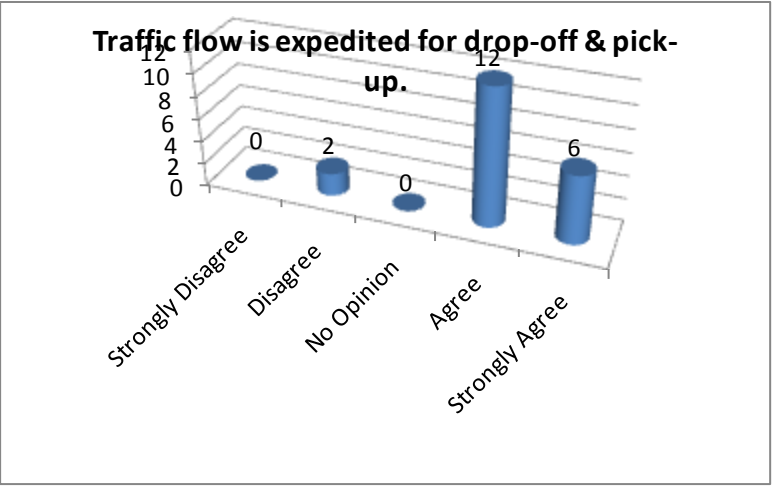
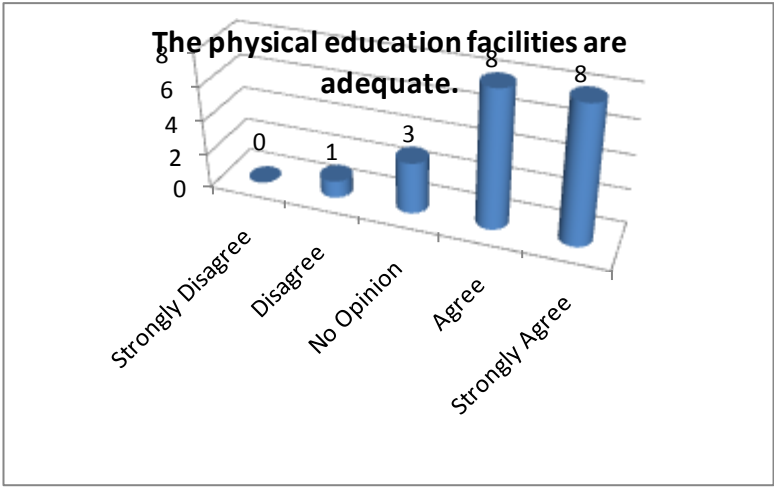


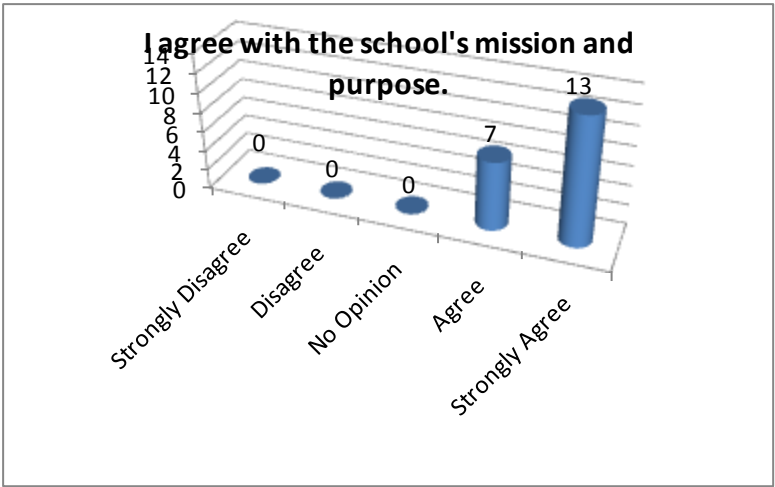
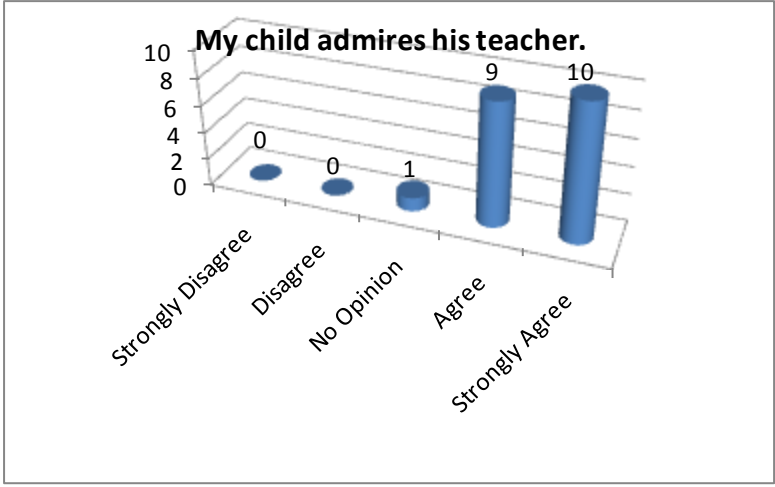
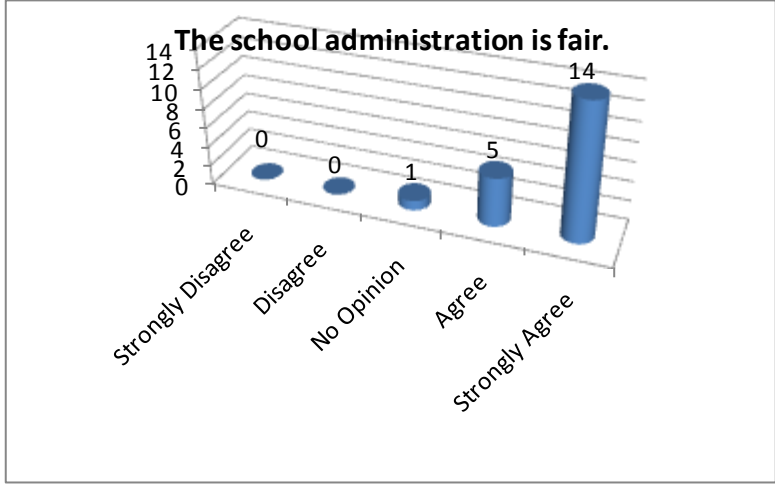
My child enjoys school.

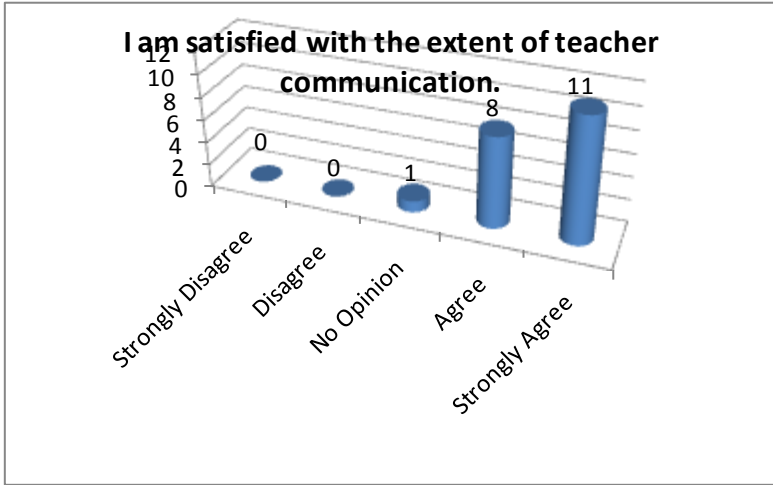
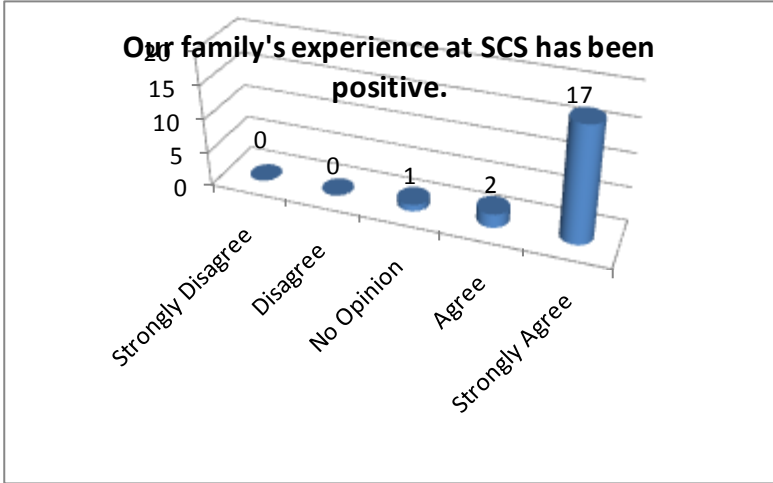
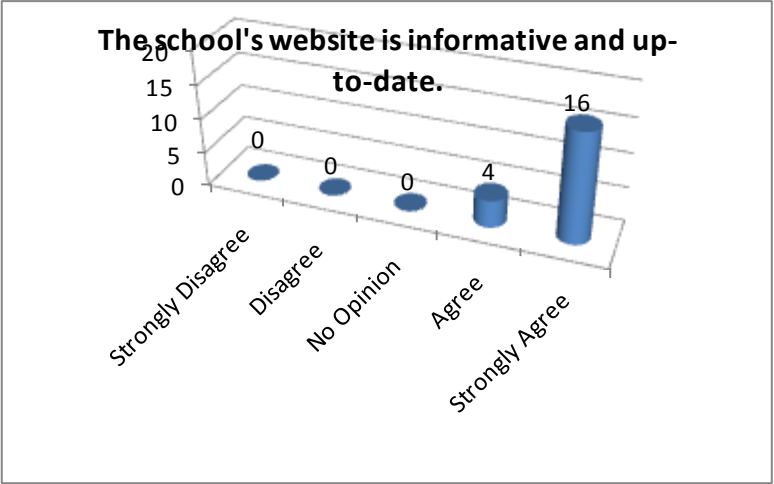


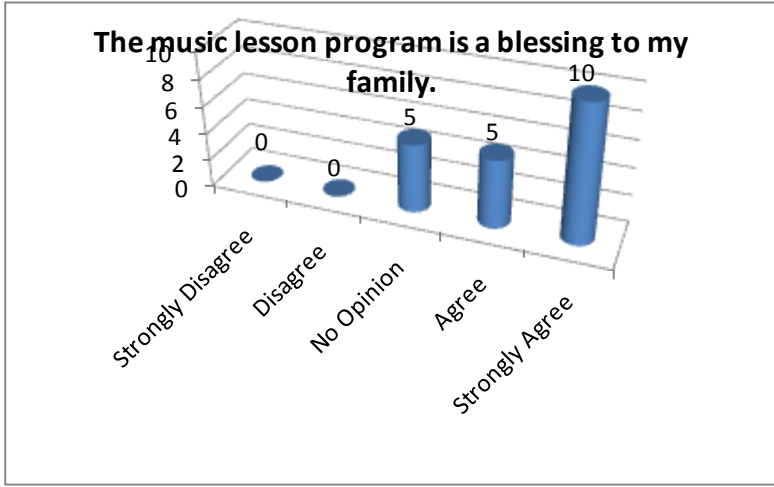
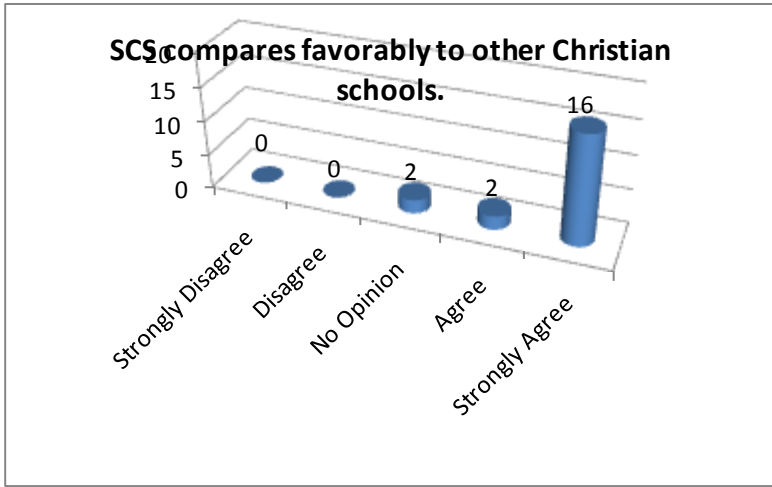
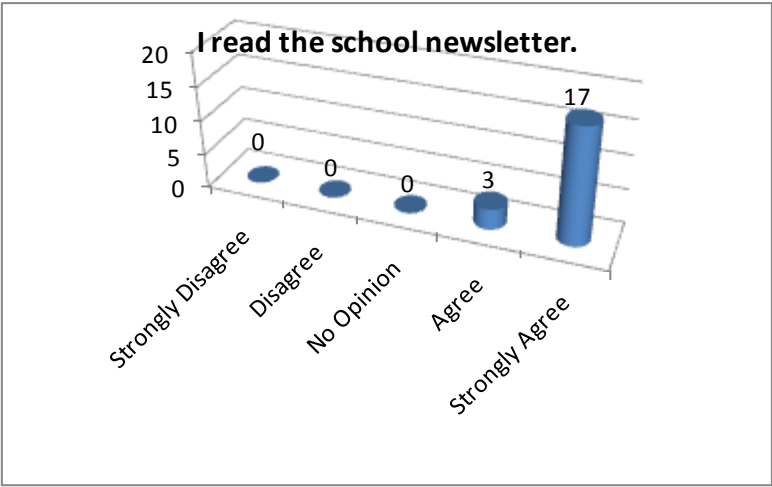


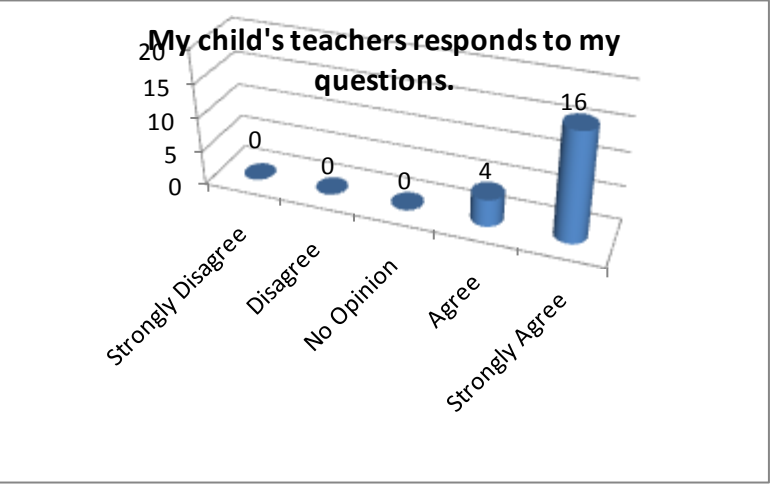
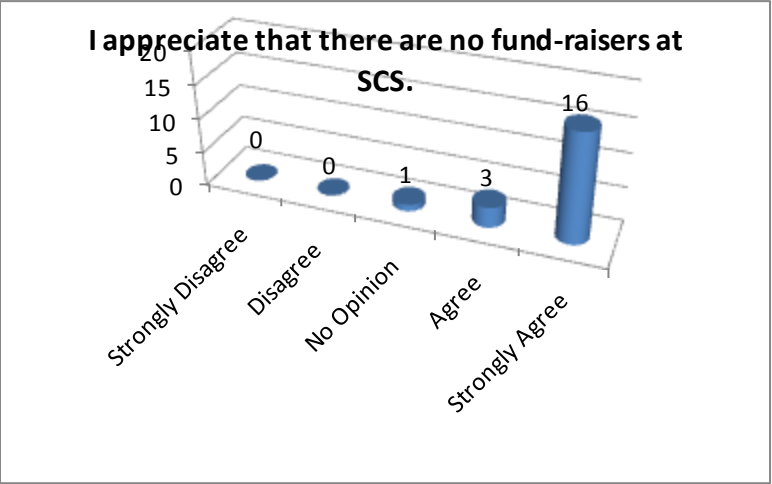
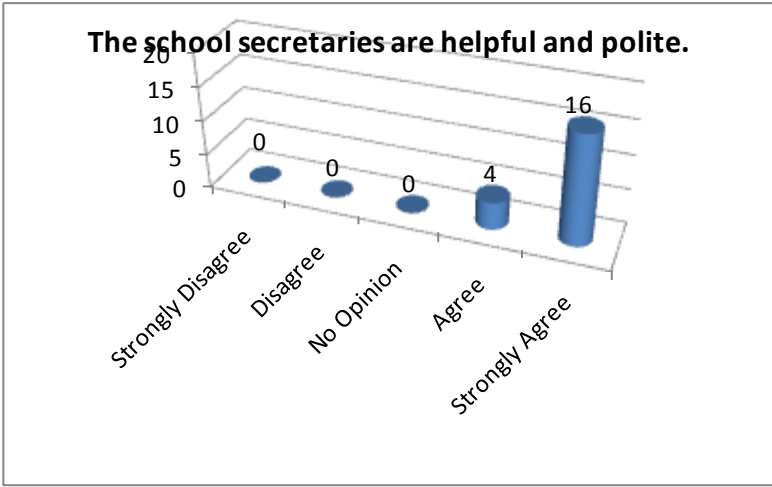


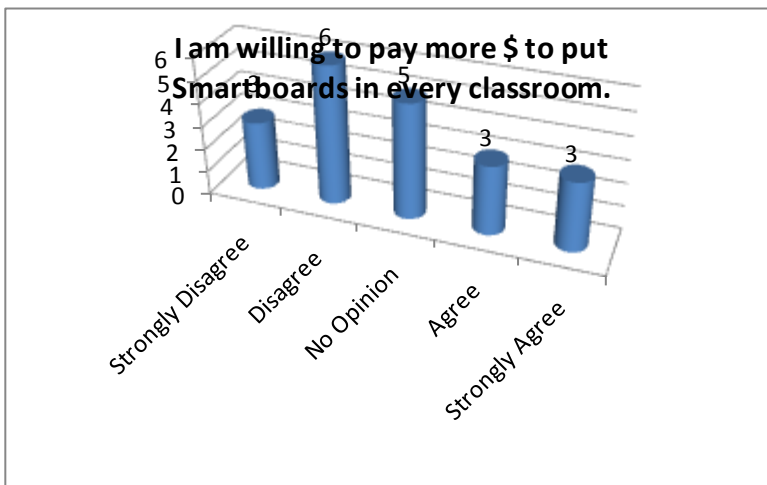
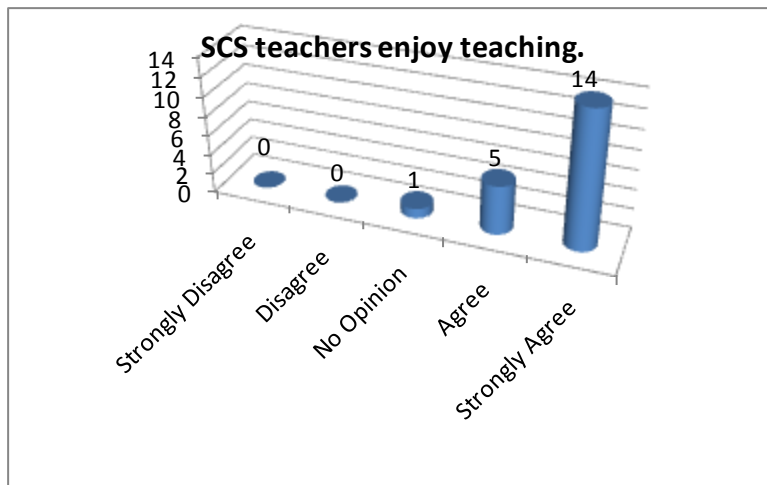
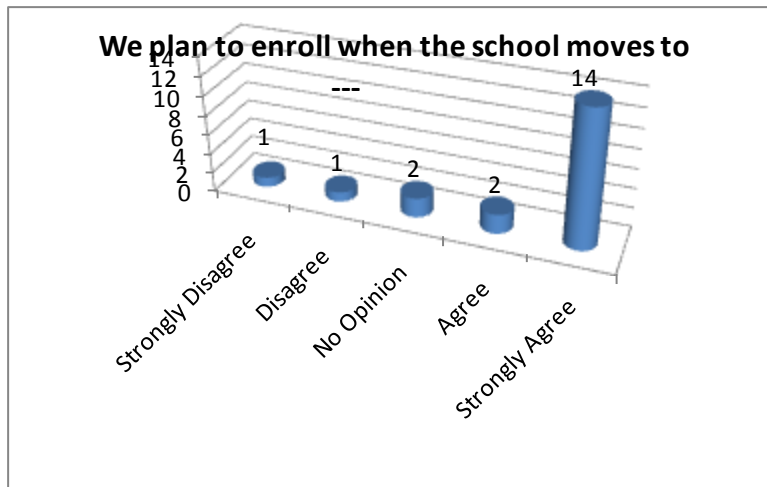












Analysis of Parent Survey Results

The survey results indicate that parents are more than satisfied with their child's experience at Sample Christian School. Overall responses indicated a positive assessment of the school.

- In an area where security is a major concern, 80% of the parents responding strongly agreed their child felt safe at school.
- 18 of 20 responding felt strongly that the school had a friendly atmosphere.
- 18 of 20 also strongly agreed a statement expressing satisfaction with academics.
- 15 of 20 strongly agreed with the statement "I believe the teachers care about students." 5 agreed.
- The thorny question of homework load, the majority agreed that it was 'reasonable'.
- When responding to the statement "My child enjoys school." 14 strongly agreed and 6 agreed.
- 100% of respondents agreed strongly that the administration cared about school quality.
- Parents feel the teachers are well-prepared: 18 of 20 strongly agreed that they were and 2 of 20 simply agreed with the statement.
- Parents are satisfied with the facilities: 14 strongly agreed they were adequate, 6 agreed.
- Most parents agreed with the statement that class sizes are reasonable.
- All parents reported that they would recommend the school. 14 reported that they strongly agreed that they would recommend and 6 agreed.
- All agreed that the school is continually seeking to improve.
- The statement that "SCS has adequate physical education facilities" garnered one "disagree", three "no opinions," eight "agree" and eight "strongly agree." Although the gym is more than adequate, the fields are small and the school needs a full soccer/football field.
- Although the school receives parental complaints on the traffic flow from time-to-time, most agreed that traffic was expedited for drop-off/pick-up. (2 disagreed, 12 agreed, and 6 strongly agreed.)
- Tuition rates are considered reasonable by the respondents. 16 of 20 strongly agreed.
- The statement that the 'administration is fair' garnered the following response: 14 strongly agreed, 5 agreed and 1 had no opinion
- "My child admires his teacher." received a positive response with 1 no opinion, 9 agree and 10 strongly agree.
- Do the parents agree with the SCS' mission and purpose? All 20 replied affirmatively.
- All 20 agreed that the school's website was informative and up-to-date.
- "SCS has been a positive experience." 17 strongly agreed, 2 agreed, and 1 had no opinion.
- Parents expressed an agreement that they are largely satisfied with teacher communication.
- Music lessons are helpful. 5 had no opinion, 5 agreed and 10 strongly agreed.
- All respondents agreed that the school office was polite and helpful.
- Most respondents agreed that they were glad the school had no fund-raisers.
- All agreed that teachers respond to parental questions.
- Relocation: 2 responded they would not move; the rest plan to join us in the new location.
- Most respondents agree that teachers enjoy teaching at SCS.
- As to the willingness to pay more for Smartboards, 9 disagreed, 5 had no opinion; 6 agreed.

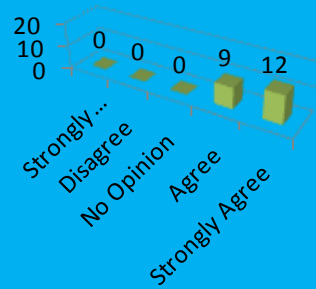
Sample Christian School—Student Survey Results

In October of 2011, a sampling of SCS students were given surveys to fill out in which they were asked to respond to a variety of statements.

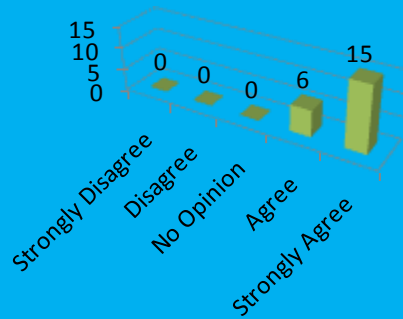
The choices were: SD (Strongly Disagree), D (Disagree), NO (No Opinion), A (Agree), SA (Strongly Agree).

The statements were given to ascertain student perception of the direction of the school, quality of the school, quality of the staff, etc. Responses were anonymous to ensure honest feedback. Twenty students chose to respond within the specified timeframe. The results were primarily positive.

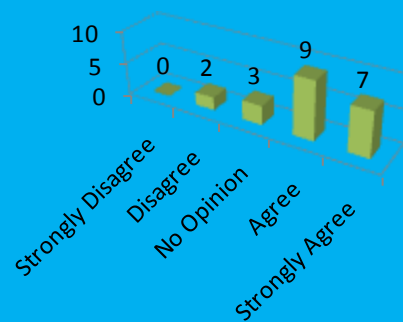
I am being prepared well for college.



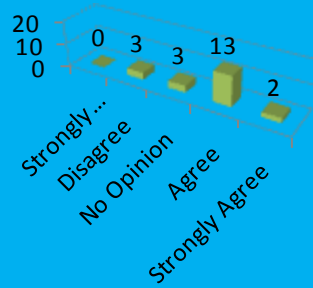
I feel safe at school.



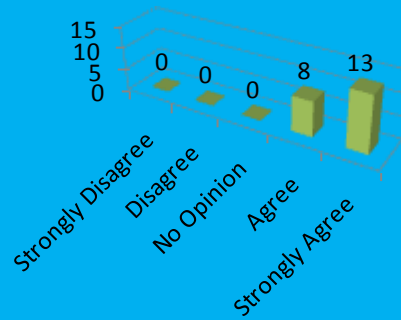
The rules at SCS are reasonable.



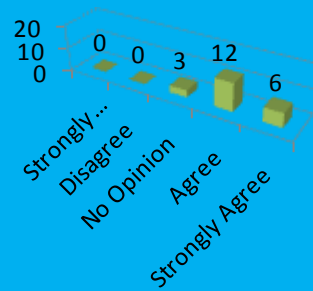
The student workload is reasonable.



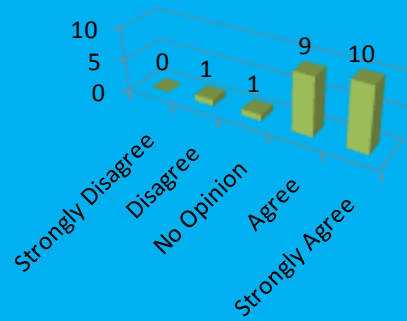
Teachers care about me.



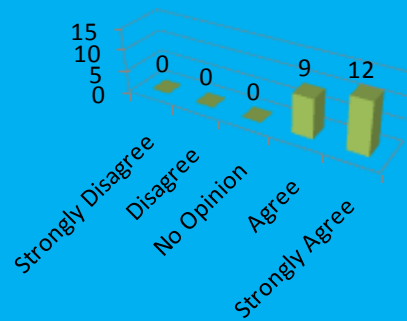
Most of my friends at SCS want to be here.



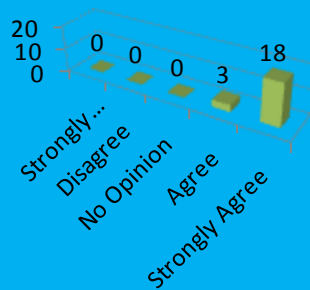
I want to be here.



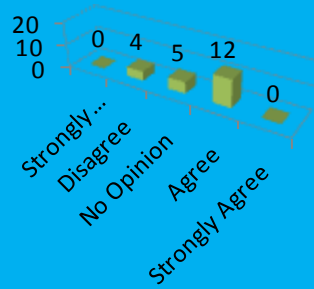
The teachers enjoy teaching.



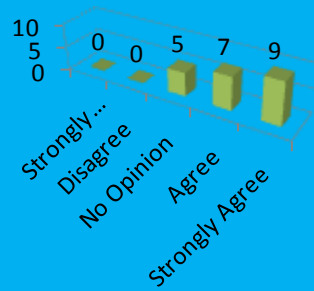
Teachers are well-prepared in their teaching fields.



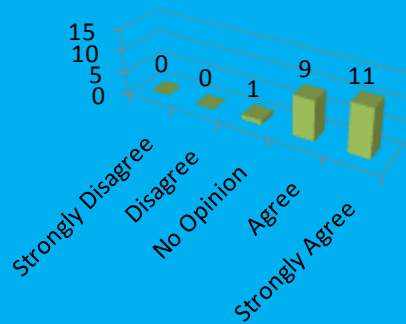
Students treat each other with respect.



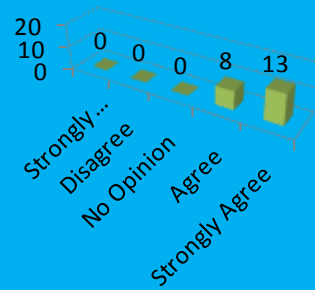
I would recommend SCS to my friends.



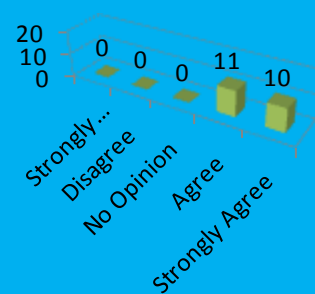
School facilities are adequate.



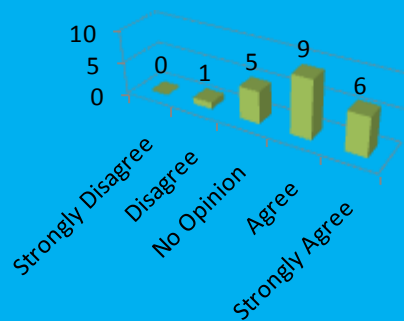
I believe the school is managed well.



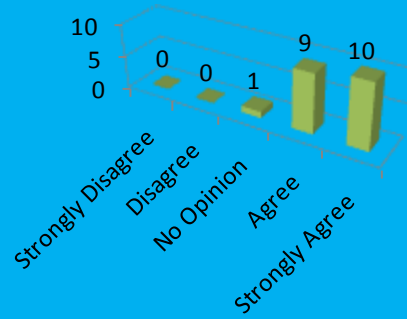
Teachers care about me as a person.



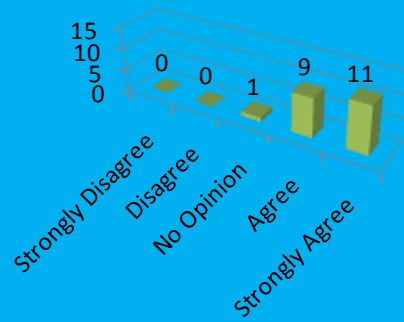
School policies are fair.



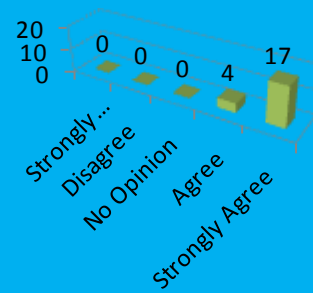
I am proud of SCS.



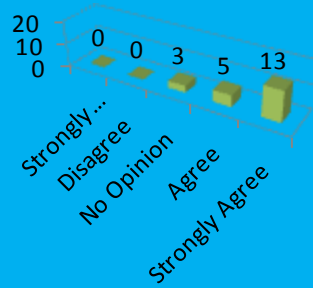
Chapel helps me spiritually.



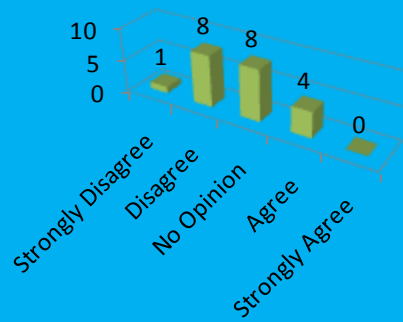
I agree with SCS's mission & purpose.



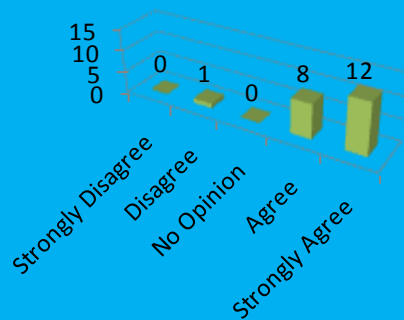
My parents support the school at home.



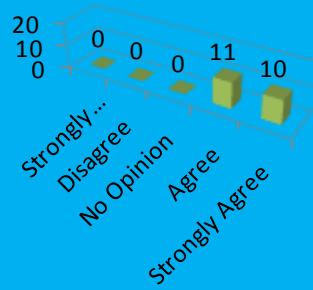
There is too much homework.



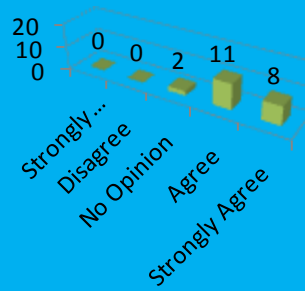
The future of SCS is bright.



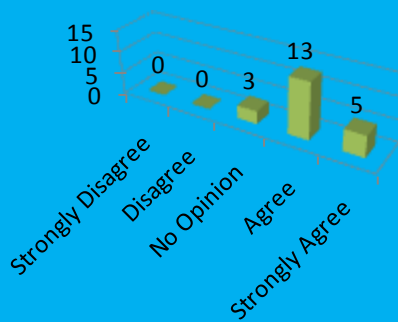
Classroom settings are conducive to learning.



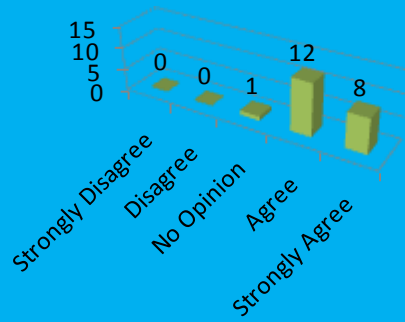
My experience at SCS is primarily positive.



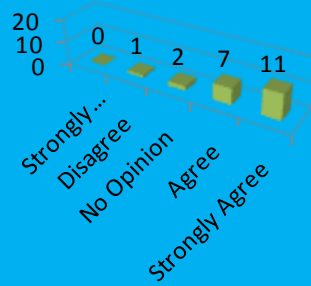
The teachers are fair.



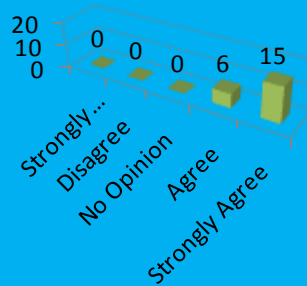
The administration is fair.



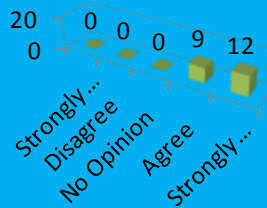
SCS compares favorably with other Christian schools.



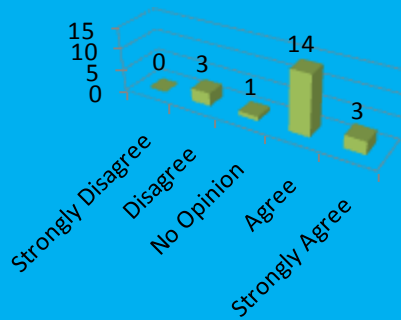
I have benefitted from being a student at SCS.



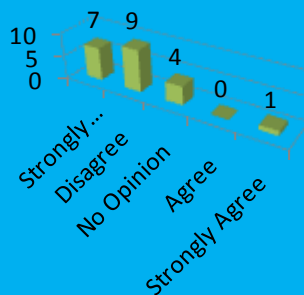
If I had a problem, I could go to someone on staff & they would help me.



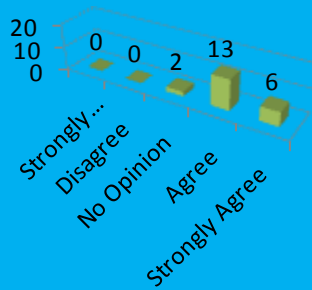
Student morale is good.



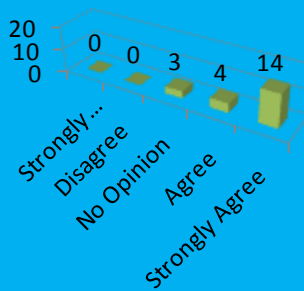
I feel pressured to do wrong by students.



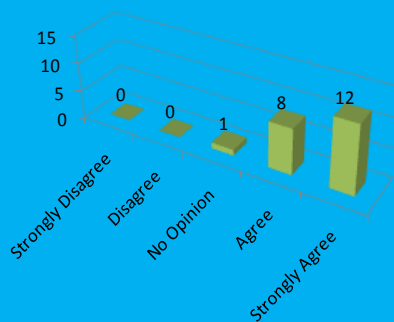
The overall atmosphere at SCS is pleasant.



SCS cares about my spiritual welfare.



I have no problem that I am held accountable for my behavior.



Analysis of Student Survey Results

- Preparation for College: All respondents agreed that the teachers were doing a good job in preparing them for college studies. 43% agreed, 57% strongly agreed.
- Security: In the area as a target for terrorism, this was not an insignificant question. All students felt safe. 71% strongly agreed and 29% agreed with “I feel safe at school.”
- Care of Teachers: Most students felt that the teachers cared for them.
- Workload: The largest category was one of agreement; 62 said the workload was reasonable and 9% strongly agreed. There was some disagreement with the statement (14%) and 14% had no opinion.
- Perception of Friends: The statement was made that “Most of my friends want to be here.” Responses varied: no opinion (14%), agree (57%), and strongly agree (29).
- Personal feeling about SCS (I want to be here) garnered 47% (strongly agree), 42% (agree), 4% (no opinion) and 4% (disagree).
- Perception of teachers enjoying teaching: 42% agreed, 58% strongly agreed.
- Perception of teacher preparation: 14% agreed, 86% strongly agreed
- Respect: most students felt that students treat each other with respect, but 19% disagreed and 23% had no opinion.
- Most high school students would recommend the school to their peers, although 23% had no opinion. No one disagreed with the statement.
- Most students thought the school facilities are adequate. Only 1 student had no opinion.
- Is the school managed well? 52% strongly agreed, 38% agreed.
- Do teachers care about me? All respondents agreed that SCS teachers care about them.
- “School policies are fair.” 1 student disagreed, 5 had no opinion, 9 agreed, and 6 strongly agreed.
- “I am proud of SCS.” Strongly agree: 10; Agree: 9; No opinion: 1.
- “Chapel helps me spiritually” Although one had no opinion, all agreed.
- 19% of students agreed with the mission statement and the rest strongly agreed.
- Students were asked if they agreed with the statement that their parents support SCS at home and the responses were: 62% strongly agreed; 29% agreed, and 14% had no opinion
- A question was written to ascertain homework load: “Too much homework” Only 1 student strongly disagreed; 8 students disagreed, 8 had no opinion, and 4 agreed.
- Students responded to “The future of SCS is bright.” with 57% strongly in agreement, 39% in agreement and 4% in disagreement.
- All respondents agreed that class settings were conducive to learning. 52% agreed, 48% strongly agreed.

Component One: MISSION

1.0 Mission and Beliefs

1.1 Mission Statement of Sample Christian School

Our mission is to equip young people academically and spiritually for a life of service for the Lord Jesus Christ.

The statement was formulated by the administration and will be reviewed annually. The thought stems from Paul's letter to the Ephesians where he speaks of equipping the saints for the work of the ministry. It naturally follows that the school will use every opportunity – in the classroom, on field trips, working towards competition -- to prepare young people academically and spiritually to serve the Lord.

1.2 The mission statement affirms the school's philosophy by combining the philosophy and the goals related to that philosophy and reducing this combination to a single sentence that is easily remembered: the school exists to thoroughly equip students academically so that they are prepared for life.

1.3 What evidence does the school have that the purpose for existence (mission) is being achieved?

The mission statement continues to be actualized in the lives of the students who choose to allow the school to lay an academic and spiritual foundation for their lives.

Since the first graduating class in 2001, the following students are preparing for the mission field:

- --- (BIMI missionary to Belize)
- --- (BIMI missionary to Belize)
- --- (BIMI missionary/teacher to Honduras)
- --- (BIMI missionary to the Dominican Republic).
- Another graduate, ---, is a Christian school teacher in an AACS/NAACS school in South Korea.
- --- is a full time assistant pastor at a Baptist church in California.
- ---serves as a part-time assistant pastor in Mississippi.
- Other graduates, including --- and ---, serve as-

teachers in Christian school ministries.

The following is a synopsis of the graduating classes:

Class of 2001:

All four graduates went to Christian colleges (2 - Crown College, Knoxville, Tennessee, 2— Pensacola Christian College) to further their training. Three completed pastoral internships at Sample Baptist Church. One graduate earned a Master's in Music at PCC; another received a Master's in Divinity

Class of 2002:

All four went to Christian colleges (1 – Bob Jones University, 3 – Pensacola Christian College); 3 of the 4 are committed to full-time service. Graduates:

- One SCS grad completed a degree in Elementary Education from PCC in 3.5 years. She currently is a full time homemaker and active in the music ministry of Baptist Church, ---, TN.
- Another earned a Master's in education and teaches at a Christian school in Illinois.
- A third graduate earned a BS from BJU and Master's in Bio Defense at George Mason University. He and his wife (one is a faculty member of SCS) faithfully attend SCC.
- The fourth graduate of SCS received two degrees from PCC, including a seminary degree.

Class of 2003:

All seven members of this class went to Christian colleges (2 - Bob Jones University, 4- Pensacola Christian College, 1 – Cedarville University). One is on the mission field. (Honduras) One is a missionary on deputation. (Dominican Republic) Another attends SCC and is faithful in the youth, music, and sound ministries.

Class of 2004:

All five went to a Christian college (5 – Pensacola Christian College). Four of the five graduated from college. One has earned a Master's at West Florida University in Public Administration.

Class of 2005:

The eleven graduates planned to attend Christian colleges. (8 - Pensacola Christian College; 1 – Bob Jones University; 1 – Liberty

University; 1 – Patrick Henry College) Of this group, three students were able to test out of English 101, either receiving credit for it by testing or beginning their college English study with English 102 because of advanced placement.

Class of 2006:

Six graduates: 1—William and Mary (still in progress?) , 1—James Madison (graduated); 1 Emery Riddle (graduated, in flight school); 1—PCC to Appalachian Bible College (graduated, missionary to Belize); 1—Cedarville (graduated) and 1—BJU (graduated working on a dual master's program at BJ)

Class of 2007:

1—NOVA to University of Virginia (Biology); 1—PCC to Liberty (unsure of status); 2—BJU (1 dropped out; 1 switched to GMU then to Strayer); 1 to PCC (graduated, working on Master's at PCC); 1—BJU (graduated)

Class of 2008:

All to college 3 to graduate from BJU in May 2012; 1 to PCC, 1 to VCU

Class of 2009:

The ten graduates enrolled at:

- Bob Jones University (1) - frequently ministers in music at SCC
- Cedarville College (1)
- Maranatha Baptist Bible College (1),
- Virginia Military Institute (1)
- Pensacola Christian College (3), (all attend SCC)
- Liberty (1)
- LeTourneau (1) [this student transferred to the University of Texas]
- NOVA (1) (attends SCC)

Class of 2010:

Three of the five graduates enrolled at PCC. One enrolled at the University of Illinois. Another enrolled at Liberty University.

Class of 2011:

The five members of this class enrolled in the following institutions: Bob Jones University (education), Pensacola Christian (nursing), West Coast Baptist College (missions), George Mason (history) and Virginia Commonwealth University (education.)

It is reasonable to assume that the school's mission is being accomplished insofar that many graduates go on to Christian college and several are serving the Lord in a full time capacity. We are preparing our graduates to do well in any college, but hope that they will attend a Christian college to continue their faith-based education in a Christ-centered environment.

1.4 Philosophy of Christian Education and Statement of Faith

The following Statement of Purpose and Philosophy appears in the Student-Parent Manual.

1.4.1 Our Purpose

The purpose of Sample Christian School is to provide a quality education in a God-centered, Bible-based environment. All classroom learning experiences are designed to develop the student's potential to the fullest. Our desire is to prepare students for a life of Christian service.

SCS provides a program that seeks to meet individual needs by using ability grouping and a multilevel of instruction to provide continuous progress for each child. Through continuity of instruction, the learning process avoids skipping or excessive repetition of basic skills. Efficient learning takes place as a student builds on skills he has mastered.

A major function of this school is to direct the student toward a personal relationship with **Jesus Christ**—what the Bible calls being born again (John 3:3, 7; I Peter 1:23), or being saved (Romans 10:10 – 13). A further desire is for each student to learn and demonstrate loving respect for God and his fellow man (Matt. 22:38 – 40). Students need to learn to accept responsibility for their actions and to make sound decisions based on godly (biblical) principles. To this end, SCS encourages a discipline of daily devotions—prayer and personal Bible study—that will lead to a joyful, productive Christian life.

1.4.2 Our Educational Philosophy

The foundation stone of Christian education is the infallible Word of God. Thus, the Christian unapologetically and unashamedly models the educational process after the educational imperatives and examples found in the Bible. The imitation of Christ in the intellectual, spiritual, physical

and social realms is the process of a Christian education.

The Nature of Truth

The ultimate philosophical question is “What is truth?” In response to this question for the ages, a Christian philosophy of education purports that truth is found in a Person. In John 14:6, Jesus Christ said that He was the truth. Naturally, the truths of the moral realm are an expression of His divine attributes. As Christ is eternal, so is truth. Christ made it plain “...my words shall not pass away” (Matthew 24 :35). The psalmist declares that the Lord’s truth “endureth to all generations.” (Psalms 100:5). God keeps his truth forever, according to Psalms 146:6. The Lord’s name, the Bible indicates, “shall endure forever...” (Psalms 30:12). The Christian philosophy of education encompasses the belief that eternity is an attribute of truth. In Hebrews, the immutability of truth is illuminated. Truth cannot change with time or situations. The program and the person of Christ remains the same: “Jesus Christ the same yesterday, today and forever.” (Hebrews 13:8) The Bible speaks of truth as being settled. Psalms 119:89 tells us that “For ever, O Lord, thy word is settled in heaven.” While it is settled, it is also substantiated; the Bible has endured the test of time. (Psalms 12:6) Furthermore, the truth of God is sufficient to meet every need. The essence of truth is that it is unified and indivisible. Paul states this fact in Colossians 2:3 when he writes that in Christ “are hid all the treasures of wisdom and knowledge.” Thus truth is Christ-centered. The worldview of the Christian is a unified one, reflecting the reality of a unified body of truth emanating from Jesus Christ. All of the commands and promises of God, the accounts of the mission and death of Christ and all of the representations of God’s character point to God’s plan and purpose—the redemption of man.

The unregenerate philosopher in searching for the answer to the question “What is truth?” may rely on three commonly used tests: 1. the realist test of agreement with fact (truth is fidelity to objective reality) 2. the idealist test of consistency (truth is found in the consistency of our judgments); 3. the pragmatist test of utility (truth is that which is useful and is workable). The Christian educator recognizes the limitations of these tests for truth. Truth is not “the faithful adherence of our judgments and ideas to the facts of experience or to the world as it is.” All truth emanates from God and is eternal, immutable, absolute, and unified.

The Nature of Man

A rudimentary understanding of the nature of man is a necessary element of a philosophy of education. Comprehending man's true nature is critical in the process of education because the teacher's conception of the nature of human beings will have a major impact on how he teaches. The Christian educator rejects the humanistic images of the nature of man that dominate the landscape of contemporary educational thought. The Christian view recognizes the biblical concept that man was created for a higher purpose than to be useful to society; he was created to glorify his Creator. A biblical approach to an educational philosophy takes the position that man's basic nature is evil, as delineated in Romans 3:23. The truth of this pronouncement from Scripture is clearly evident from a cursory observance of human behavior.

The Nature of Education

The nature of education is the process of leading the student from ignorance to knowledge. The Christian would hold that the student is developing his intellectual, emotional, physical and spiritual aspects towards the objective of Christ-likeness. Thus education is a process of moving away from the position of lesser knowledge towards a position of greater understanding. Another aspect of the nature of education from the perspective of the believer is that education is viewed as a unified whole. All truth is God's truth and all knowledge therefore comes from a single source. Finally, education is value-laden; teaching and learning do not take place in a philosophical vacuum. Secular educational thought decries the teaching of creationism as teaching 'religion', yet ignores the values that humanism teaches, such as consensus morality and situational ethics. The process of education includes the inculcation of values.

Educational Objectives and Their Priorities

The basic goal of education from a secular viewpoint is the subjective proposition of preparing students to be in compliance with societal norms. This line of thinking has led to the emergence of social engineering. The Bible gives a clarion call for Christians to be in the world, but not of the world. Thus the believer's position on the ultimate purpose of education is diametrically opposed to secular thought. Christian education has the goal of conforming the student to the Lord Jesus Christ. The Christian is to imitate Christ. In II Timothy 3:14, Paul writes that Christians should "be perfect, thoroughly furnished unto all good works." As one Christian educator states it, "Christian education should develop

Christians whose activities in life anticipate their eventual conformity to the image of Christ.” This understanding of the nature and purpose of education is derived from Paul’s exhortation in Romans 8:29.

An ancillary goal of producing Christ-likeness in students acknowledges that education is preparation for life, not just a vocation. The goal of conformity to Christ must be interwoven into the fabric of the entire school program. For example, fine arts or athletic programs with a man-centered emphasis will lead to the glorification of man, exaltation of self, demeaning of authority (officials) and the objective of winning at any cost. The Christian school, if it is following a truly Christ-centered philosophy, will teach character, teamwork, respect for authority, temperance, and the greater goal of giving glory to God--no matter what the outcome of an athletic contest. The Christian school will recognize that the building of Christ-like character is more important in the long run than a winning record.

Nature of Teaching and Learning

Teaching is a complex endeavor which calls for competence, commitment, and compassion. Those who God has called to a teaching ministry have a holy calling (II Timothy 1:9). The multi-dimensional aspects of teaching are demanding; the process of communicating God’s truth to students forces the teacher to draw upon the power of the Holy Spirit and all available resources within his reach. The nature of teaching has five separate aspects.

First of all, teaching is an art. Some clearly have an innate ability to communicate truth. In His divine wisdom, the Lord endowed to some the gift of teaching. Ephesians 4:11-12 says “and he gave some. . . teachers; for the perfecting of the saints, for the work of the ministry.” The scriptures indicate here that not all have this gift; the requirement that deacons be “apt to teach” is an admission that not all have the gift (I Timothy 3:2). Those who do not have the creative resourcefulness and skills needed for teaching do not belong in the classroom. Those who do possess the gift of teaching must nevertheless be fully prepared and trained to develop their natural talents. Secondly, teaching is a science. Teaching is a science in that it contains a body of knowledge that can be researched and analyzed. The methodology of teaching attests to the validity of this claim. Education has procedures, methods, and processes. In this sense, it is a science indeed. Thirdly, teaching is a commitment. This is particularly true for the Christian educator, who may labor under less than ideal conditions. The teacher must demonstrate an unwavering commitment to the goal of educating his students in the truth. The effective teacher

“knows that in order to be at his best, he must be willing to give up everything for Christ.” Fourthly, teaching is a profession. The concept includes a code of conduct, dress and manner befitting the profession. It encompasses a certain level of proficiency and intellectual achievement. A professional teacher is familiar with the techniques, methods, and process of the discipline. The Christian educator does not have merely a vocation; he has a ministry. He is obligated to do all to the glory of God which means equipping himself to be the best teacher he can be during his career. Lastly, teaching is a ministry that calls for personal sacrifice. The teacher’s motivation should emanate from a joyful heart that is tuned to serve Christ. The Savior did not come to earth to be ministered to, but to minister. A God-called Christian educator will look at teaching as more than a job--it is a ministry of service to Christ that calls for the teacher to look at his task as more than a 9-5 job.

As to the nature of learning, Christian education takes the position that each student has been created in a unique manner for a special purpose. His capacity for a truly Christian education and the realization of his ultimate purpose depends on the student’s willingness to accept Christ into his life and to be molded like the Master. This view recognizes the importance of man’s free will; although environmental factors are important, ultimately the student’s choices determine his life.

There are five levels involved in the learning process. Exposure is the first and lowest level in which the student is exposed to the facts to be learned. Next, the activation level helps him to store the data in his mind through drills and reinforcement methods. The third level of learning is comprehension in which the student understands the material. This level is not necessarily easy to ascertain by the teacher and must be determined by teacher-student interaction. The fourth level is the area of conviction in which the student internalizes the information. The highest level of learning involves application in which the student applies his understanding of knowledge in his daily life. A student receives a true Christian education when he incorporates all levels, including the highest level of application. The biblical admonition is to be not only hearers of the Word, but doers also.

Scriptural Educational Mandates

The Christian philosophy of education emanates from the source of all truth--the Word of God. The word ‘mandate’ is appropriate in two senses of the word. First, the Christian is given an authoritative command by God through the Scriptures to educate children in the truth. Secondly, he

is given the authority by God to carry out the command. Deuteronomy 6:7 commands believers to teach their children the precepts of God: “and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up.” The intent of this scriptural injunction was that the Word of God should be taught to future generations. Another scriptural mandate can be seen in Luke 2:52. During the childhood education of Jesus Christ, he matured in four distinct ways: mentally--"in wisdom", physically- "in stature", spiritually--"in favor with God" and socially-- "in favor with man." Although this verse refers to Jesus' maturation as a young man rather than a specific command, there is a challenge to the educator implicit in the text; that is, to educate the whole man. True education addresses man's total being and recognizes his spiritual makeup. Ignoring the spiritual nature of man in the process of education, results in an incomplete education.

Conclusion of Sample's Philosophy of Education

The formulation of a Christian educational philosophy that serves as the set of guiding principles for a Christian school is an absolute necessity if a school is going to accomplish the ultimate objective of conforming its student body to Christ. The adherence to biblical principles in a philosophical construct should imbue the total program of the school, from the admissions guidelines to the fine arts program to curriculum planning. A Christian school is not a Christian school simply because it includes the name "Christian" on its school stationery and uses Christ-centered textbooks. A Christian school must have a foundational philosophy firmly rooted in the truth of the Word of God. The Christian school cannot be found guilty of the assertion that Christians have not understood the severity of the dichotomy of the secular versus the Christian worldview. The philosophy of Christian education, in its assertion that all truth is God's truth and its call for separation from the world, including secular philosophical moorings, stands in stark contrast to the intellectually and morally bankrupt educational philosophies of the day.

The following Statement of Faith is in the Student-Parent Manual.

1.4.3 Our Statement of Faith

The following statement of faith appears in the church constitution:

The Scriptures: We believe that the Scriptures of the Old and New Testaments were fully verbally inspired of God and were inerrant in the original writings and therefore they are of supreme authority in faith and life. (II Tim 3:15-4:2; II Pet 15-21; John 10:35; and Luke 24:25).

God: We believe in one God, Who is a personal and eternal Spirit, perfect and unchangeable in all His attributes. This one God eternally exists in three Persons, impossible of division but capable of distinction as Father, Son, and Holy Spirit; all having precisely the same nature and attributes and all being worthy of the same homage, confidence, and obedience. (Deut 6:4; John 4:24; Psalm 90:1-2; James 1:17; Matt 3:16-17; Mat. 28:19).

Jesus Christ: We believe in Jesus Christ, God the Son, born of the virgin Mary, Who atoned for sin once for all by His sacrifice of Himself on the cross. We believe in His bodily resurrection, in His ascension into Heaven, and in His present life the High Priest, and Advocate on our behalf. (John 1:1; Matt 1:18-25; Heb 9:26-28; Luke 24:5-7, 36-40; Acts 1:9-10; Heb 5:1-10; I John 2:1-2; Heb 1:1-10).

Holy Spirit: We believe in God the Holy Spirit, Who came forth from the Father and the Son to convict the world and to regenerate, sanctify, comfort, and seal forever those who believe in Jesus Christ. We believe that each believer is baptized into the Body of Christ by the Holy Spirit at the time of His conversion that the Holy Spirit indwells every believer from that moment, and that the Spirit will fill and empower every believer who yields himself completely to God. (John 15:26; John 16:7-11; Eph. 1: 13-14; I Cor. 3:16; Rom. 8:9; Eph. 5:18).

Satan: We believe that Satan is a personal being who is void of truth. We believe also that he is the god of this world who has blinded the eyes of them which believe not, and that he is in constant war against Christians. (John 8:44; II Cor. 4:4; Acts 26:18; Eph. 6:11-12; I Pet. 5:8).

Salvation: We believe that salvation is of the Lord on the merit of the shed blood of Jesus Christ. Salvation is a free gift which excludes any possible merit on the basis of works. We believe that the two essential doctrines that must be presented to every lost person that wants to be

saved are that there is no chance of his ever going to hell and that he is eternally secure in Christ. (Phil. 1:6; Rom. 3:24-26; Eph. 2:8-9; Rom. 6:23; II Tim. 1:9; Titus 3:5; Acts 2:38; 16:31; Rom. 10:9-10; John 3:16; John 10:27-29).

The Lord's Return: We believe that the return of the Lord Jesus Christ will be bodily, personal, and visible; that in time it will be pre-millennial and pre-tribulational. At His return, all believers living and dead will be instantly transformed and translated to meet the Lord in the air. (Acts 1:11; Phil. 3:20-21; I Thess. 4:13; James 5:7-8).

The Church: We believe that our Lord Jesus Christ founded the Church, and commissioned it, and that a church is a group of baptized believers in whom Christ dwells, under the discipline of the Word of God, organized for evangelism, education, worship, and the administration of the ordinances. Each local church is to be self-governing and congregational in government. This local church is independent. The only authority over it is Christ and the Word of God. (Matt. 16:16-18; 28:19-20).

Ordinances: We believe that the two ordinances which accompany the Gospel are believers' baptism and the Lord's Supper. Baptism, following faith in Christ, is by immersion in water and symbolized the identification of the believer with Christ in death, burial, resurrection, and new life. The Lord's Supper is to be observed as a memorial of the death of Christ. The elements symbolize His broken body and shed blood. (Matt. 28:19-20; Rom. 6:3-4; I Cor. 11:23-32).

Destiny of the Saved: We believe that the souls of those who have trusted the Lord Jesus for salvation do at death immediately pass into His presence there to remain in conscious bliss until the resurrection of the body at His coming when soul and body, reunited and transformed, shall be associated with Him forever in His glory. (II Cor. 5:1-8; Luke 16:19-31; I Thess. 4:13-18; I Cor. 15:35-53).

Destiny of the Lost: We believe that the souls of unbelievers remain after death in conscious misery until the final judgment of the Great White Throne at the close of the millennium, when soul and body reunited shall be cast into the Lake of Fire, not to be annihilated, but to be punished with everlasting banishment from the presence of the Lord and from the glory of His power. (Luke 16:19-31; II Pet. 2:9; Rev. 20:11-15; Mark 9:42-50; I Thess. 1:9).

Statement of Separation: We believe in Bible separation to be set apart from the world, sin, self, and Satan and to be separated “unto the praise of His glory” and the furtherance of the gospel. (I John 2:15-17; Rom. 12:1-2; Gal. 2:20; 5:24; 6:14; Eph. 1:6, 12; Phil. 1:20-21).

The philosophy was developed by the administration and is reviewed annually.

Since a philosophy is a system that guides one’s every action, it is implemented in countless ways throughout the school year. From the teachers' morning devotionals, to the teachers' daily bulletin, to policies, procedures, and manuals, the philosophy is the framework for the ‘nuts and bolts’ business of the school. Naturally, there is an over-riding ministry philosophy as well. The school seeks to keep in harmony with the Sample Christian Church’s philosophy of ministry.

1.4.4 Assessment for assessed philosophy consistency

The instructional program is assessed for consistency with the philosophy through the performance evaluations of our teachers, the annual survey feedback from parents, faculty meetings, SAT and ACT scores, achievement test scores, and the sum total of feedback inputs from the school family.

1.4.5 Communication of Philosophy

The overall school philosophy is delineated in the student-parent manual. In actuality, it is communicated in the daily flow of activity at the school including such aspects of school life as: chapel messages to the student body, the school newsletter, the website, the admissions policy, the school’s approach to teaching physical education, and discipline procedures – to name a few venues.

1.4.6 Agreement with the AACCS Statement of Faith

Sample Christian School is in complete agreement with the AACCS statement of faith.

1.5 Goals

1.5.1 General Goals

-
-
- To teach every student an understanding of God, the priority that should be given to His Word, and the responsibility that every individual has to Him.
 - To enable each student to develop both natural and spiritual gifts and talents with the understanding that the highest goal for man is to use God-given talents to glorify God.
 - To develop within each student a level of basic skills achievement that will support successful function as a citizen of heaven and of the United States of America.
 - To provide both curricular and instructional systems that will enable any student to achieve at levels that will prepare him to enter the next level of education.
 - To teach each student the importance of living a life pleasing to Christ.
 - To impart a well-rounded liberal arts education that transcends cultural or vocational provincialism. We purpose to teach our students to prepare how to live, not just to prepare to make a living.
 - To thoroughly prepare young people to enter fundamental Bible-believing Christian colleges and universities.
 - To take excellent care of the faculty, ensuring low employee turnover and stability of the school operations

1.5.2 Development of the Goals

The goals were developed by the pastor and the administrative team of Sample Christian School. The goals are scheduled for review each summer.

Examples of integration of goals:

Goal: To take excellent care of the faculty, ensuring low employee turnover and stability of the school operations.

Implementation: Excellent salary system with built-in raises for experience, performance bonus system, paid graduation tuition,

100% health coverage, retirement annuity, master's degree base addition, low rent in staff housing, home purchase program, paid missions trip opportunities, first class facilities, \$75.00 in teacher supply per teacher each year, and other benefits as listed in the Faculty Manual.

Goal: To thoroughly prepare young people to enter conservative, Bible-believing Christian colleges and universities

Implementation: This is done through excellent teachers, but one indicator would be the higher than average ACT scores of our juniors and seniors.

National average: 20 Sample average: 24

Another way to determine the successful integration of this goal would be the higher than average Stanford scores.

1.5.3 Relationship of the goals to the spiritual, academic, social and physical needs of the individual student

- The goals have a direct relationship to the spiritual, academic, social and physical needs of the individual student.

Example of impact of the spiritual goal

Students are presented with the gospel in Bible time and chapel.

High school Bible assignments are designed to make student's think about and assess their spiritual lives.

High school chapel messages are designed to encourage the Christian high school student in their daily walk with Christ.

Mission prayer band opportunities are available for high school students.

The goals are clearly stated.

1.5.4 Working with parents on academic goals

Parents are encouraged to make appointments throughout the school year to discuss academic progress. They are also encouraged to support the academic/fine arts/Bible competition and various school events, such as the History/Science Fair. Teachers are encouraged to keep in close contact with parents so that they are aware of their child's progression. In essence, the school encourages the lines of communication between the home and the school to stay open.

Component Two: STUDENT EXPECTATIONS

2.0 Student Expectations

2.1 The Spiritual Domain

When a student graduates from Sample Christian School, we have the following expectations of them.

He ought to..

1. Demonstrate a working knowledge of Scripture for practical Christian living.
2. Live in obedience to parents and authority figures.
3. Show evidence of a love for Jesus Christ.
4. Have a daily time of devotions in which they read God's Word and pray.
5. Have a desire to make a difference for the Lord.
6. Demonstrate a strong Christian testimony and live an exemplary life.
7. Attend a Christian college, to continue their training in the truth.
8. Participate faithfully in church services and to be active in a ministry.
9. Seek God's will for their career path and for their future mate.
10. Make wise decisions based on a spiritual heart.
11. Continue to be a godly example to the school.
12. Share his faith in the Lord Jesus Christ.
13. Be positive and have a cheerful and enthusiastic spirit.
14. Be willing to serve with humility and with Christian grace.
15. Be willing to stand for truth no matter how difficult.
16. Demonstrate honesty, fidelity, purity and holiness in their daily life.

17. Be grateful for his parents, teachers, and mentors.

2.2 The Academic Domain

The graduate ought to be able to:

1. Present ideas orally in a concise and articulate manner, using polished techniques of rhetoric.
2. Read and understand new concepts.
3. Communicate effectively and clearly with proper grammar.
4. Exhibit skills in the realm of creative thinking
5. Demonstrate proficiency in math, science, history, geography, and English.
6. Exhibit excellent study skills.
7. Understand basic concepts relating to the personal computer.
8. Logically analyze situations and to be a problem-solver.
9. Appreciate music and fine art.
10. Understand the role of government in American society
11. Excel academically in their college careers.
12. Stay in shape with an eye towards physical fitness.
13. Present himself as polished, articulate, and confident.
14. Possess research skills.
15. Understand the time and effort needed to thoroughly understand a subject.

An example of goals and objectives used for student expectations appears at the end of this section.

2.3 The Social Domain

The graduate ought to be able to:

1. Conduct himself in a job interview with poise and polish.
2. Meet people and make friends with ease.
3. Show confidence and diplomacy in social situations.
4. Dress appropriately for any occasion.
5. Speak articulately and clearly.

2.4. Expectations: Sample of Goals and Objectives

On the following pages there is an example of the school's Goals and Objectives. This sample is merely one high school class. Goals and objectives have been written for every class in every subject for the students at Sample Christian School.

The goals represent a more generalized point that teachers are focusing on in their teaching. The objectives, however, are measurable marks that challenge students in a comprehensive way.

The goals and objectives represent a combined effort of the entire faculty and staff. In a very real sense that delineate the expectations that the school has for its students on a class by class and course by course basis.

Component Three: CURRICULUM & INSTRUCTIONAL STRATEGIES

3.0 Curriculum and Instructional Strategies

3.1 Curriculum: Mission Statement Driven

“Our mission is to equip young people academically and spiritually for a life of service for the Lord Jesus Christ.”

3.2 Principles of Curriculum and Instructional Strategies for SCS

3.2.1 The school will primarily use the ABeka curriculum from K3—12 and it will be evaluated for continued effectiveness.

3.2.2 Teachers are expected to supplement the curriculum with the idea that the ABeka curriculum, while providing an excellent and sound foundation, is not the total curriculum package of SCS.

3.2.2.1 Each class is to have a minimum of two educational field trips as directed by the administration.

3.2.2.2 Teachers are to supplement textbooks with outside information from a variety of sources.

3.2.2.3 The curriculum includes all of the SCS experiences that build an academic foundation, including academic competition, fine art competition, geography bees, and the like.

3.2.2.4 Biblical integration is paramount and goes beyond any integration provided for in the ABeka program. Teachers must live exemplary Christian lives and must be adept at using classroom incidents to teach spiritual truths, just as Jesus did.

3.2.2.5 Supplementation means that the teacher must be always learning in order to present the material in a creative way that enhances the learning process.

3.2.3 The role of the teacher: The role of the teachers in the presenting the material is critical

3.2.3.1 The student must have a visible pattern to emulate.

-
-
- 3.2.3.2 The student must have a visible pattern of the goal toward he is striving. The teacher must imitate God since the student will imitate the teacher.
 - 3.2.3.3 The teacher must be mature: emotionally, socially, and spiritually in order to impact the student in the right way.
 - 3.2.3.4 The teacher must not rely on the curriculum for delivery but should exhibit the gift of explanation. A curriculum is a tool and a tool requires a craftsman. In the wrong hands, a tool is not worth much, but a tool in the right hands can be a wonderful thing.
 - 3.2.3.5 The teacher must exhibit love and enthusiasm for the subject.
 - 3.2.3.6 The teacher must demonstrate unconditional love for his students.
 - 3.2.3.7 The teacher must be a professional: there must be a knowledge of subject matter, of curriculum and of instructional strategies. The teacher ought to be continually improving in his instructional techniques.
 - 3.2.3.8 The teacher should use Jesus Christ as his model of role and teaching performance.
- 3.2.4 An education at SCS is not the mere acquisition of facts.
- 3.2.4.1 The student must first be exposed with content.
 - 3.2.4.2 The student is then activated through the use of drills, illustrations, etc.
 - 3.2.4.3 Next, the student is directed toward comprehension. Repetition of the material does not necessarily mean that the student has learned. Teachers must be able to thoroughly understand the material, which goes beyond parroting.
 - 3.2.4.4 The teacher then strives for the conviction level of learning, where the student internalizes the information.
 - 3.2.4.5 Application is the final level of learning. This occurs when the student can use his thinking skills to put knowledge into practice.
- 3.2.5 Teachers provides work experiences that are best suited to individual needs.
- 3.2.5.1 At SCS, there is no “one size fits all” approaching to learning. Teachers

must recognize that students learn differently. There are three basic learning styles: audio learners, visual learners and kinesthetic learners. Students are likely to be in a learning style that is a combination of these categories.

3.2.5.2 Teachers must understand that the unique nature of the student makes differentiation a necessity for classroom success.

3.2.5.3 Standardization does not necessarily mean that the teacher should not demonstrate flexibility and recognition of individual differences.

3.2.5.4 In the quest for academic excellence, teachers are not to push students to perform beyond their capability, creating frustration. However, a teacher is to challenge the student and is to demand excellence.

3.2.6 Environment for learning

3.2.6.1 The administration is charged with the duty of protecting the academic environment so teachers are free from distractions and hindrances to learning.

3.2.6.2 The teachers are charged with creating a positive classroom environment that is conducive to learning, which includes but is not limited to:

- Good class room control
- Risk-free questioning and learning environment
- An inviting and cheerful room arrangement.

3.2.6.3 The school also recognizes that environment is not the primary factor in a successful education. It is an important factor, but educational success could take place in a hut given a dedicated teacher and materials.

3.2.7 Evaluation

3.2.7.1. Teachers will evaluate the work of the student through a variety of means.

3.2.7.2 Grades will be utilized to assess if the student's performance means the target objective.

3.2.7.3 Standardized testing and college entrance testing will be used to further assess student performance and teacher effectiveness.

3.2.7.4 Academic achievement will be stressed throughout the school, but not to

the point where grades become an end rather than a means to an end. Grades will be stressed as incentives to do one's best, rather than as a source of personal pride.

3.2.7.5 The school program will be evaluated in two ways (1) surveys home to each family each year give parents the opportunity to give feedback on every aspect of the school ministry from the classroom to the cleanliness of the bathrooms. (2) Part of the accreditation updating process will foster annual evaluations.

3.2.7.6 Teachers will undergo in-class evaluations with an eye toward improved instruction.

3.2.8 Instructional Methods: All of the following methods were used by Christ, the Master Teacher.

3.2.8.1 Lecture: Teachers will present ideas orally in class. Lectures ought not to be dull, but should be presented in an age appropriate manner with enthusiasm.

3.2.8.2 Storytelling: Illustrating the unknown with the known is a common pedagogical technique. Jesus set the example with His extensive use of parables.

3.2.8.3 Discussion: This technique is more appropriate for older students and must be used with discernment. The key strength of discussion is encouraging creative thinking.

3.2.8.4 Objects: Lectures ought to be punctuated with object lessons to bring a point home. Christ used everyday objects — like a coin — to teach valuable lessons.

3.2.8.5 Demonstrations: Modeling an activity can get the lesson across like no other way. Jesus did not lecture about humility; he washed the feet of the disciples, teaching them in an unforgettable way.

3.2.8.6 Question and answer: Questioning forces the learner to think and this method, often known as the Socratic method, was first used by God in the Book of Job. After God's questioning, Job learned what God was trying to teach Him. (Later, it became known as the Socratic Method) Master teachers learn to lead students to truth by skillful questioning.

Component Four: ASSESSMENT OF PERFORMANCE

4.0 Assessment of Performance

4.1 Academic Testing

- 4.1.1 Each teacher will assess student performance through the use of tests.
 - 4.1.1.1 To motivate students to study the material.
 - 4.1.1.2 To help students tie together salient concepts
 - 4.1.1.3 To demonstrate to the student that he has added to his body of knowledge
 - 4.1.1.4 To reveal where remedial studies are necessary
 - 4.1.1.5 To show strengths in student achievement
 - 4.1.1.6 To show weaknesses in student achievement
 - 4.1.1.7 To show where instruction needs improvement
 - 4.1.1.8 To prepare for standardized tests and college entrance tests
- 4.1.2 Tests given at SCS should accommodate the various learning styles
- 4.1.3 While curriculum tests are to be used in the elementary, it is expected that high school teachers will eventually use a teacher-made test that would include higher-order thinking skills. Reliance on curriculum tests in the high school, while helpful for a new teacher, thwarts teacher creativity and emphasizes factual material to the exclusion of thinking skills.
- 4.1.4 Teachers are to evaluate their tests. Tests should be clear, have content validity, address learning styles, and measure application and understanding, in addition to basic knowledge.
- 4.1.5 Teachers must interpret the test results to determine student understanding, test validity and instructional effectiveness.

4.2 Achievement Testing

- 4.2.1 Each April, all students in grades K5 through 12th grade will be assessed scholastically using the Stanford Achievement Test.
- 4.2.2 Each April grades 3, 6 and 9 will be assessed using the Otis Lennon In-

telligence Test.

- 4.2.3 The administration and staff will study the results to determine the strength and weaknesses of the program, rank students for academic competition, evaluate the teacher, and address any concerns.

4.3 College Entrance Testing

- 4.3.1 Students in tenth grade will be given the PLAN test in December of their sophomore year in order to prepare them for the ACT. This test offers a valuable assessment as to the strengths and weaknesses of the student's academic record vis-à-vis the ACT. Students would have the possibility of two full academic years to bolster their knowledge in weak areas in order to strengthen their ACT scores.
- 4.3.2 Students will be strongly encouraged to take the ACT (as well as the SAT) for the college entrance test.
- 4.3.3 Student scores will be tracked by the administration in each testing category to ascertain the strengths and weaknesses of the Sample academic program.
- 4.3.4 Students will be encouraged to take classes that challenge them because the more challenging the class, the better the preparation for college entrance testing.
- 4.3.5 The school will work hard to ensure that all students are prepared for the ACT.

4.4 Academic Testing Assessment

- 4.4.1 The school will engage in academic testing with other Christian schools in the state Academic, Bible and Fine Arts Tournament.
- 4.4.2 The school will use academic testing results as another benchmark to determine how the program is doing academically vis-à-vis other good Christian schools. (This, however, will be a minimal benchmark since some state tests are archaic, out-of-date, and need revision — and because a comparison to national norms is a clearer picture.

4.5 Spiritual Assessment

- 4.5.1 Spiritual assessment is absolutely necessary in order to plan effectively to meet the spiritual needs of the students.
- 4.5.2. A concerted effort is made to solicit feedback from teachers and pastors as to the spiritual needs of students.
- 4.5.3 Planning
With the information obtained from the faculty, spiritual needs can be addressed in Bible classes and chapel.

Component Five: STRATEGIC ACTION PLAN

I. Goal One: To Improve the Long-Term Financial Stability of the School

A. Strategy 1. Begin planning to increase the profit margins to \$40,000 per year

Target Area: Financial Planning

Lead Person (s): ---, SCC deacons, ---

Affected People: Church Staff, School Administration

Investment Outlay: Time to attend planned meetings (Church to pay for architectural costs of \$///,///)

Desired Results:

- Greater profit margin at the end of the fiscal year
- Finances for technological enhancements
- Finances for lab equipment
- Secure cushion for economic downturn
- Capital improvements without the need to resort to fundraising

B. Strategy 2. Expand the school buildings to raise the number of students to 300

Target Area: Facility Expansion

Lead Person (s): --, SCC deacons, ---

Affected People: Church Staff and School Administration

Investment Outlay: New grounds and buildings: approximately \$//.///.///

Desired Results:

- The addition of approximately 160 new students on a permanent basis
- Additional revenue to cover annual raises
- Additional revenue to cover health care insurance premiums
- Provision of a cushion for economic downturn or for needed capital improvements

C. Strategy 3. Expand the school buildings to include a larger kindergarten facility

Target Area: Facility Expansion

Lead Person (s): Pastor ---, SCC deacons, ---, -----
Kindergarten Supervisor

Affected People: Church Staff and School Administration, Kindergarten Supervisor

Investment Outlay: New grounds and buildings: approximately \$--,---,---

Desired Results:

- Double the capacity for taking care of kindergarten students with more rooms

- Create two K3's, two K4's and two K5's
- Establish a two track kindergarten path:
 - (1) students who graduate from the K5 and do not return
 - (2) students who graduate from K5 and sign up for SCS elementary
- Establish an all-day kindergarten.

Create a larger daycare room to accommodate the expansion

Strategy 4. Expand the kindergarten staff

Target Area: Recruiting

Lead Person (s): ---, ----—Kindergarten Supervisor

Affected People: Kindergarten Supervisor

Investment Outlay: Recruiting trip

Desired Results:

- Godly, competent and caring teachers to add to our staff.

Note: This goal was in the 2005 plan and continues to be on the table. The church has paid off all debts on the existing facility and purchased 32 acres, of which two parcels have been sold off. The plans are set and have been thoroughly vetted. The major hold up is the need for a buyer for the current property at the right price.

II. Goal Two: To Improve the Classroom Configuration

A. Strategy 1. Develop plans for larger classrooms for the new facility.

Target Area: New Building Plans

Lead Person (s): ---, ---, ---, ---, Pastor ---

Affected People: Teachers

Investment Outlay: Part of the overall \$--,---,--- in costs

Desired Results:

- Large, spacious and well-equipped classrooms. (Elimination of clutter, metal cabinets, and filing cabinets.)
- In class storage for teachers.
- In class storage for Awana/Sunday School.
- Entrance at back of the class to minimize disturbances
- Half bookshelf/with a four plug for aquarium/cd player/etc.

B. Strategy 2. Continue to work with teachers to get maximum input for a successful layout.

III. Goal Three: To Improve the High School Science and Math Department

A. Strategy 1. Plan a first class science/math laboratory in the new building.

Target Area: New Building Plans

Lead Person (s): ---, ---, ---, ---, Pastor ---

Affected People: Math and Science Teachers, School Administration, Pastor

Investment Outlay: Time to attend planned meetings and to investigate science lab layout and purchases. Costs would be included in building costs.

Desired Results:

- Modern laboratory with sinks, gas/water/electric hook-ups, hoods and storage
- Lab to be in between the science classroom and the math classroom and accessible to both teachers.
- Large secure storage area for chemicals and lab equipment to be shared by both departments.
- Adequate safety standards
- Multi-media projector
- Exhaust fan in room
- Polish concrete floor in lab
- Chemical waste disposal tank
- Shower and eye-wash
- Epoxy resin tables

B. Strategy 2. Coordinate plans with science lab with overall scheme for the new school building and estimate costs

Target Area: New Building Plans

Lead Person (s): ---, ---, ---, ---, Pastor ---

Affected People: Math and Science Teachers, School Administration, Pastor

Investment Outlay: Time for planning; visits to area science labs; research

Desired Results:

- A complete plan for the new science lab that would serve the high school for many years.
- A list of anticipated costs for the new hood, work stations, and equipment
- A detailed room-layout
- An internal storage facility that is well thought out and secure

IV. Goal Four: To Expand the School Music Program

A. Strategy 1. School Music Director assigned to start a school band and expand

current music program

Target Area: Music

Lead Person (s): Pastor, ---

Affected People: ---, ---

Investment Outlay: Extra part-time staffing to be paid from music lesson income

Desired Results:

- An improved music program with capabilities to offer lessons on a variety of instruments
- The formation of a school band for state competition and concerts
- To better prepare students in the fine arts
- To prepare students for the church orchestra/band and future service

B. Strategy 2. Instruments to be purchased by church for church orchestra and student use

Target Area: Music

Lead Person(s): Pastor, Music Director, ---, ---

Affected people: Musicians, church finances

Investment Outlay: For the school, the expenses of sheet music. Instruments would be purchased by the church and offset by rental, which would be returned to the church.

Once the instrument was paid for, the school would keep the rental monies.

Desired Results: First class instruments for a band program.

C. Strategy 3. School music leader would revamp school programs to include orchestral/band performances.

Target Area: Music

Lead Person(s): Music Director,

Affected People: School family

Investment Outlay: Scheduling and rehearsal time

Desired Results: A more improved music program that enhances the quality of the school's programs, promotes the school, gives students opportunities to polish their music skills, and enhances the reputation of the school program.

D. Strategy 4. The school music director would implement a program to teach students music appreciation, music theory, and principles of Christian music.

Target Area: Music

Lead Person(s): ---, ---

Affected People: Students in grades 5-12

Investment Outlay: Time devoted to plan the program; CD's

Desired Results: Students with a thorough grounding in music theory and an understanding of the principle of Christian music.

Update: The music director has been hired

V. Goal Five: To Improve the School's Physical Education Program for Elementary Students

A. Strategy 1. Secure a part-time PE teacher

Target Area: Physical Education/Planning

Lead Person(s): ---, ---

Affected People: Students in grades 1-6

Investment Outlay: \$12,000 or schedule re-arrangements

Desired Results:

- A more thorough PE program, emphasizing physical fitness
- Expansion of elementary PE to include 1st grade

B. Strategy 2. Purchase needed equipment

Target Area: Physical Education/Planning

Lead Person (s): Pastor, ---, ---, new teacher

Affected People: Students in grades 1-6

Investment Outlay: \$500.00—\$1,000

Desired Results:

- Purchase any needed equipment to ensure a thorough PE program
- Since parents mention this in surveys, it is anticipated that this would have a positive effect on parental attitudes towards the school.
- A healthier student body

C. Strategy 3. Institute a standardized PE curriculum with the goal of higher percentages passing the presidential level of the President's fitness test.

Target Area: Physical Education/Planning

Lead Person (s): Pastor, ---, ---, new teacher

Affected People: Students in grades 1-6

Investment Outlay: \$300.00

Desired Results:

- A more rigorous fitness program.
- Higher levels of achievement with the fitness test.

Update: We have secured a part-time teacher to relieve Mr. --- of his duties, but are still working towards having first grade PE.

VI. Goal Six: Upgrade the School Website and Increase Web Traffic

A. Strategy 1. Implement the Clover Website package

Target Area: Technology

Lead Person (s): ---

Affected People: Faculty, School Family

Investment Outlay: \$1,200 per annum

Desired Results:

- Improved communication
- Better public relations
- More professional approach
- Increased visibility
- More efficient—downloads of forms

B. Strategy 2. Field test the Clover site beginning June 2011

Target Area: Technology

Lead Person (s): ---

Affected People: School Constituency/Prospects

Investment Outlay: None beyond the initial \$1,200.00

Desired Results:

- Work out any bugs in the system

Update: The website was changed to Clover in the summer of June 2011. Since that time, web traffic has significantly increased. Results are confirmed with Clover and with Google Analytics. This has increased our exposure, especially with new families. We have found that after a school program, when photos are placed on-line, web traffic soars. We are receiving approximately 1,000 “hits” per month

C. Strategy 4: Provide web-streaming for school programs using the website

Target Area: Technology/Public Relations

Lead Person: ---

Investment Outlay: \$1,000-\$1,200 (church)

Desired Results: To provide an outlet for grandparents and families to see school programs.

Update: We switched to sermonaudio.com for the kindergarten Christmas program and the system worked well. To truly have high quality clarity, there will need to be a software upgrade and there are greater costs for this upgrade. We are currently monitoring the situation to see if there is a need to upgrade based on usage. Currently, it is not worth the expense for a limited viewing audience for a few programs.

VII. Goal Seven: Improve Classroom Technology

A. Strategy 1. Prepare a plan for greater use of technology in the classroom

Target Area: Technology

Lead Person (s): ---, ---, ---, Pastor

Affected People: Faculty

Investment Outlay: Training; finances will be recouped with a charge

Desired Results:

- Plan to implement flat screen/plasma TV's in the classrooms in the new building
- Investigate use of Smart Board in science/math

B. Strategy 2. Purchase new technology for high school classroom use

Target Area: Technology

Lead Person (s): ---, ---, ---, Pastor

Affected People: Faculty

Investment Outlay: Estimated initial outlay \$8,000

Desired Results:

- Install flat screen/plasma TV's in the classrooms.
- Investigate use of Smart Board in science/math
- Investigate use of projectors to project internet/PowerPoint images in the classroom
- Ensure that wiring is adequate for new building: install electric plugs in the ceiling of classroom for projectors in the high school.

VIII. Goal Eight: To Improve Teacher Effectiveness Schoolwide

A. Strategy 1. Institute regular meetings with supervisory staff to brainstorm and implement creative ways to improve the quality of the teaching staff

Target Area: Teaching

Lead Person (s): Administrator and Supervisors

Affected People: Teaching Staff

Investment Outlay: Planning time

Desired Results:

- Solicit ideas from the supervisors to improve teaching
- Implement a plan with built-in checks to insure that the topic is being ad-

-
-
- dressed each year.
 - More competent and confident staff

B. Strategy 2. Develop a teacher improvement plan

Target Area: Teaching

Lead Person (s): Administrator and Supervisors

Affected People: Teaching Staff

Investment Outlay: Speakers Honorariums/Videos/Books

Desired Results:

- A teacher resource center in the library
- Schedule a speaker during the year for an in-house inservice that would directly address teacher quality issues
- Begin to assemble a teacher training video library for in-house use

C. Strategy 3. Continue to over Tuition Reimbursement and Salary adjustment for Graduate Education

Target Area: Teaching

Lead Person: ---

Affected People: Any teacher, but particularly ones without graduate degrees

Investment Outlay: \$12,000 per year

Desired Results:

- All teaching staff with earned masters.

IX Goal Nine: To Change From a Half-Day Kindergarten to a Full Day Kindergarten

A. Strategy 1. Identify need

Target Area: Kindergarten

Lead person (s): ---, ---

Affected People: Teachers, Parents

Investment Outlay: Time to poll parents

Desired Results:

- Two full day kindergartens
- Maintain credibility: (All --- County schools have full day kindergartens)

B. Strategy 2. Investigate economic feasibility of plan

Target Area: Kindergarten

Lead Person (s): ---, ---, ---

Affected People: Kindergarten Parents

Investment Outlay: None

Desired Results:

- Get the data necessary to make the right decision and to evaluate if new personnel will be needed. Positive and negatives need to be weighed.

Strategy 3. Re-configure staffing to meet objective

Target Area: Kindergarten

Lead Person (s): ---

Affected People: Kindergarten staff

Investment Outlay: Undetermined

Desired Results:

- Adequate staffing
- Smooth operations
- Staying within profitability
- Keeping employees contented

X. Goal Ten: To Establish a Quality Assembly Program

A. Strategy 1. Plan more assemblies for learning and edification

Target Area: Student learning

Lead Person(s): ---, ---

Affected People: Students in grades K3-12

Investment Outlay: Honorariums - \$500.00

Desired Results:

- An exciting assembly program that will excite student imagination
- A greater sense of discovery and learning outside of the classroom.
- Public relations boost

XI. Goal Eleven: To Enhance the Art Program

A. Strategy 1. Hire an art teacher who has a burden to teach art to Christian students.

Target Area: Fine Arts

Lead Person (s): ---, ---

Affected People: Teachers and Students in grades 1-12

Investment Outlay: Salary of \$12,000; Time invested in planning; basic art supplies; many art supplies could be the responsibility of the students

Desired Results:

- A structured program that discards the canned curriculum approach to art.

-
-
- A program that encourages drawing, painting, crafts, etc. with an eye towards state competition
 - A godly art teacher who encourages creativity and helps round out students.

B. Strategy 2. An art room that students would be able to work in for art projects.

Target area: Art

Lead Person (s): ---, Pastor

Affected People: Teachers in grades 1-12

Investment Outlay: \$2,000 to change from carpeting to tile floor; art supplies

Desired Results:

- Art would take place in the designated room instead of the individual classrooms.
- A sense of excitement in that the art program has its own room and its own sense of mission.

Conclusion

These are exciting times for the Sample Christian School ministry. Although it is not known what the future holds for the overall ministry, it appears that SCS is on the cusp of a wonderful new phase of our history.

Much of the school improvement hinges on God's blessings on the plan set in motion to move to the new location in ---. With new, improved, and larger facilities, the scope and mission of the school can be expanded.

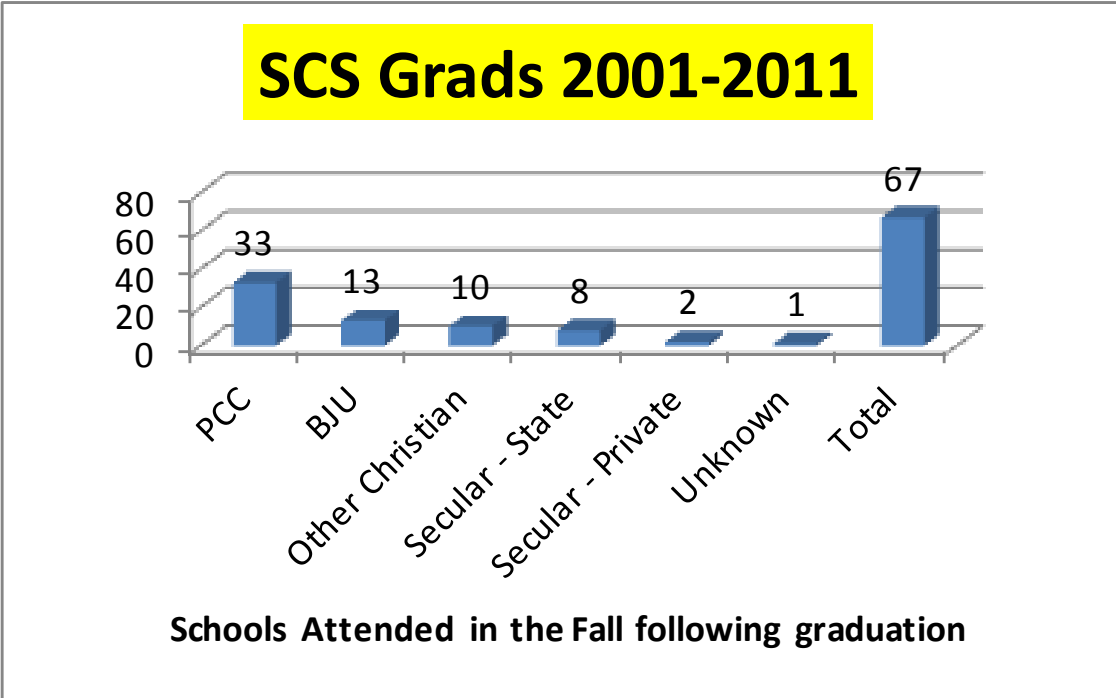
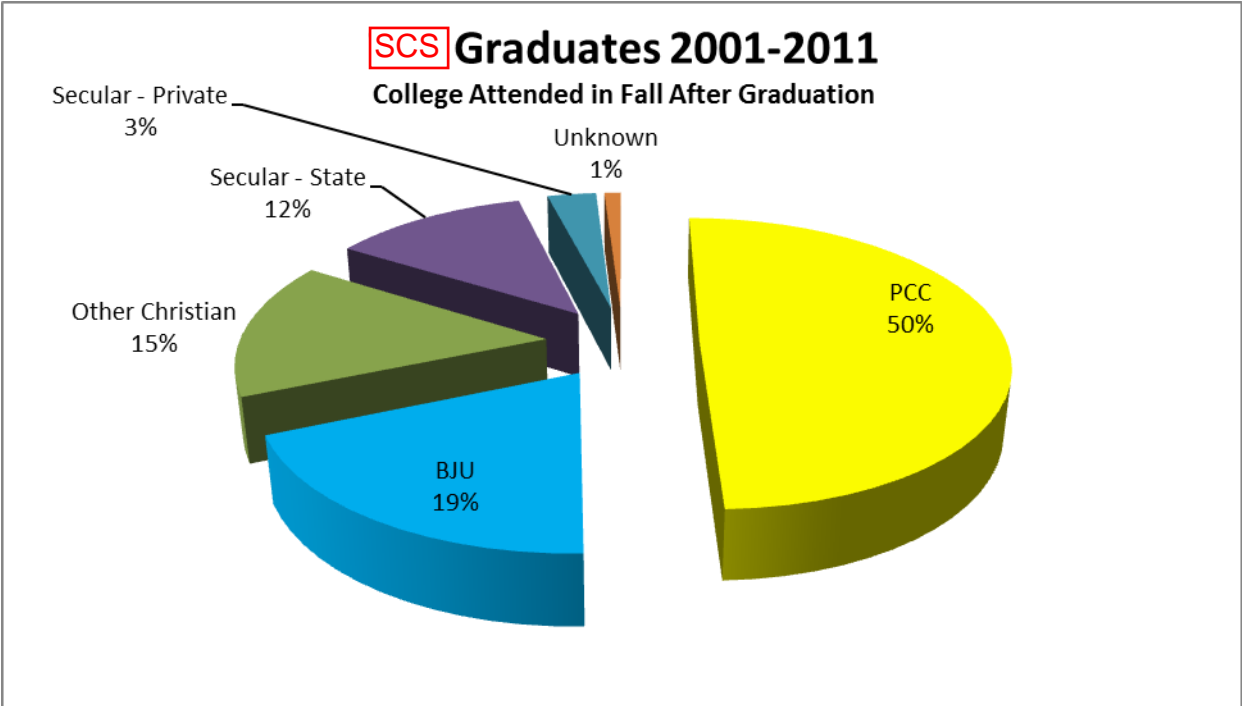
If everything works out as planned, larger facilities in a demographic area that has a demonstrated need for early child care will lead to an increased kindergarten and daycare operation, which will in turn increase the base income of the school. This would lead to an improved cash flow to increase salaries and maintain health benefits. In other words, this relocation should very well lead to the overall long term financial health of the school.

Scripture tells us that it is the Lord that builds a house, so it is possible than these man-made plans are flawed. However, with prayer, planning, and God's blessing, it our prayer that these plans come to fruition as a testimony of His divine power and a testimony to His name in the greater --- area.

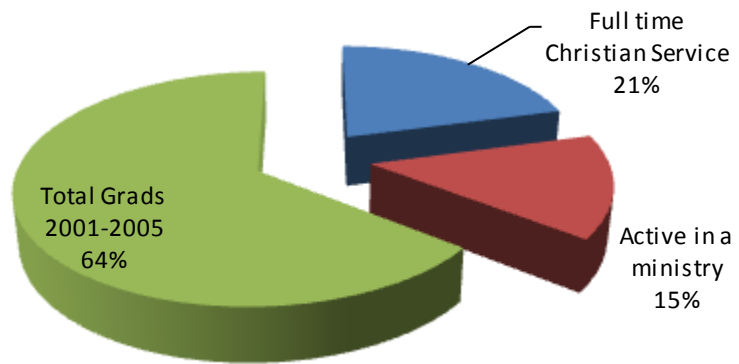
Presently (February 2012), the situation is that plans have been settled with the builder and architect, bringing a beautiful structure. The road improvements are underway, paid for by selling off an 11 acres architectural costs have been paid for by selling off one acre for development. Currently, we wait for God's timing for the present facility. So far, all costs have been taken care of without asking the church or school congregation for any funding, an amazing accomplishment which indicates God's blessings and the financial acumen of wise church leadership.

We await the next phase with great anticipation.

Supporting Data



SCS Grads Ministry Participation Class of 2001-2005



Degrees Earned by SCS Grads

2001-2007

