

# ACCREDITATION

## *Visiting Committee Report*

For

### *Faith Christian High School*

3105 Colusa Highway  
Yuba City, California

*April 15-18, 2007*

Submitted by:

### *The Visiting Committee*

Representing

ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL  
(ACSI)

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
(WASC)

**ACSI/WASC Accreditation Visiting Team  
Final Report for  
*Faith Christian High School***

**Introduction**

**School Information**

School Name	Faith Christian High School		
Address	3105 Colusa Hwy,		
City, State, Zip	Yuba City, CA. 95993-8936	Country	USA
Principal	Steve Finlay		
Phone	(530) 674-5474	Fax	(530) 674-0194
Email			
Grades Offered	9-12	Grades to be Accredited	9-12
Year Founded	1983	Enrollment	112

**Accreditation Team Information**

Chairman	Nelson Noriega
Dates of Visit	April 15-18, 2007
Joint Accreditation	ACSI/WASC

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The self-study used is the 2003 edition of the *ACSI School Accreditation Manual*, published by ACSI. The appropriate subsections of the self-study were mailed to the committee members in advance of the visit. The school and its staff made available to the visiting committee all of the necessary information and documents. The following report represents the combined insights of the visiting committee. The committee wishes to express their gratitude for the generous reception and hospitality they received at the school. It was greatly appreciated.

## **Accreditation Visiting Team**

*Faith Christian High School*

*April 18-21-2007*

### **1. Nelson Noriega    Chairman**

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## **History of *Faith Christian School***

Faith Christian School was founded on the efforts of concerned parents from the First United Methodist Church of Yuba City. These parents desired to have a community Christian school that served students in both counties. These concerned parents solicited the help of Clarence Summy former Superintendent of Yuba City Unified School District. Mr. Summy was instrumental in developing the infrastructure that became Faith Christian School. The school opened its doors in 1975 with 34 students in grades K-4. For the first few years the school was located at the First Christian Church of Marysville. The board of directors continued to add a grade level each year as it grew. In 1978 Calvary Temple agreed to furnish classroom space for the expanding school as the junior high school was added. In 1980 Calvary Temple built four new classrooms to begin the high school.

As the school continued to grow over the next few years, additional classroom space was needed in order to accommodate the growing demands on the high school. In 1981, 47 acres of land was donated to the school to build a single site facility. Due to a lawsuit from the surrounding neighbors, the county denied its use. Meanwhile, the First United Methodist Church had bought 20 acres of land west of Yuba City to relocate their Church. The church offered FCS 10 acres to build their high school. In 1981, FCS broke ground for their new campus. Generous supporters and a capital campaign allowed the school to complete the project and open its doors in the fall of 1983.

In 1984 Calvary Temple continued to build additional classrooms allowing the board to consolidate the two campuses into one at the Calvary Temple site. At the same time the junior high classes were relocated to the new high school facility.

During the late 1980's when the school was experiencing fluctuating enrollments, the board decided to redefine its mission and purpose to "support the training of home and church." This new focus on discipleship forced the school to fine tune the admission policy. The new direction brought stability to the school and the board began to make some long range plans for the future.

The new philosophical focus not only brought stability but opportunities to develop facilities that enhanced the high school program. In 1990, the school was ready to launch a new capital campaign to build a gymnasium complex on the high school site. The success of the capital campaign and the effort of the school community made it possible for the gym to be completed by January 1993.

A strategic task force was developed in 1994 to evaluate the school program and develop a three to five year master plan. Accreditation was high on the priority list for the school's needs in the new master plan. The school began the self-study process for accreditation which lasted for a year and a half. After a thorough review, the school achieved full accreditation with WASC and ACSI. The accreditation has been renewed twice since that time.

In 1995, another major capital campaign was launched by the school in order to raise funds for the completion of the lobby and locker rooms as well as upgrading the technology with LAN and internet connections. On August 1999 all projects were completed.

A second task force was developed in 2000 with an updated three to five year plan. The school celebrated twenty-five years of ministry in the Yuba City area with many accomplishments that has enhanced the community at large.

In 2004, the school purchased 6.5 acres of land adjacent to the west side of the current campus. The school hopes to expand its facilities to continue its excellence in Christian education.

Today, Faith Christian High School has a student body enrollment of 120 students. It provides a balanced educational experience with strong academic and well-rounded extra-curricular programs. Over 90% of the graduates from Faith Christian High School continue with a college education. The school continues to be strong in providing an educational alternative with a distinct Christian perspective for church families in the Yuba City (Sutter County) area.

# Major Commendations and Recommendations

## Major Commendations

### The team commends:

1. The board and administration for developing a strategic planning task force that provides a forum for all stakeholders of the school to discuss and evaluate the school's mission and purpose resulting in the expansion of facilities and enhancement of programs to better the overall school's effectiveness.  
School Report, Section 1, p. 5, major strength #3; Philosophy and Foundation  
Observation  
Interview with staff and students  
ACSI Criterion 1.4  
WASC Criterion A.7
2. The school staff and administration for providing service opportunities that honor Christ in order for students to develop a servant attitude.  
School Report Section 3, p.6:1h-p.7:2; School, Home, and Community  
Observation  
Interview Staff and Parent  
ACSI Criteria 3.1  
WASC B.2.
3. The Fine Arts Department staff for nurturing a desire and passion in students to express their creative abilities in a variety of ways, including ministering to the community at large.  
Observation  
Interviews with administration, parents, and staff;  
ACSI Criteria: 5.2.3, 5.3.1  
WASC Criteria: B.1, B.2(b).
4. The Drama Department for planning and conducting an outreach summer workshop for students ages 8-17, increasing their knowledge and skills in the performing arts.  
Interviews with students and staff  
ACSI Criteria: 5.2.1, 5.2  
WASC Criteria: A.3(3); B.2(b).
5. The administration and staff for requiring the Senior Project where senior students are able to display their abilities in research, higher level thinking, computer literacy, and oral presentations.  
School Report, Section 5, p.30, 31  
Observation  
Interviews with staff  
ACSI Criteria: 5.1.3, 5.1.4, 5.3.3;  
WASC Criteria: B.1., B.2.(b), B.3(a).

6. The FCS board, and administration, staff and students for well-maintained facilities, which allows the school to present a quality comprehensive high school program.  
School Report, Section 9.0, p 13, #1  
Interviews with superintendent, administration, staff, athletic director, and parents.  
Observation  
ACSI Criteria: 9.1-9.5.  
WASC Criteria: D.1,2

### **Major Recommendations**

#### **The team recommends:**

1. That the administration and staff develop an assessment method for the ESLRs that will effectively measure student learning outcomes.  
School Report, Section 1, p. 5, improvement #3; Philosophy and Foundation  
Observation  
Interview with administration  
ACSI Criterion 1.6  
WASC Criteria A.1, A.6
2. That the board and administration work together to find ways to close the gap between tuition and operating costs, thereby allowing fundraising to be used to fund improvements and growth rather than for maintenance of current programs.  
School Report, Section 2 pg. 18, #1;  
Observation;  
School Report, Section 10, pg.1 and 5 (Priority #1).  
Interviews with Superintendent, and Board  
ACSI Criteria: 2.15, 2.16, 2.17, 2.18.  
WASC Criteria: 2 (a).
3. That the board and school administration investigate ways to establish additional funding for scholarships, thereby allowing FCS students to experience additional diversity which better reflects the demographics of the local Christian community.  
School Report, Section 10 pg. 1, 5 #2.3 and (Priority #2)  
Interviews with Superintendent, Board, and Administration  
ACSI Criteria: 2.13, 2.15, 2.16.  
WASC Criteria: 2 (a).
4. That the board and administration explore ways for enhancing the science lab facility so that it will provide the needs of an expanding science program.  
School Report, section 5, p. 12, Improvement #3; Instructional Program  
Observation

Interview with administration and staff  
ACSI Criterion 1.6  
WASC Criterion B

5. That the board and administration expand the existing computer facilities to include laptops for use in the library in order to meet increasing demands for research projects.  
School Report, Section 10, p. 2, (Section 6.0.1); School Improvement Plan Observation  
Interview staff and administration  
Interview with students  
ACSI Criteria 5.4.1  
WASC D.1.
  
6. That the board and school administration prioritize planning for an added facility for art instruction, enhancing student opportunities to access better quality art instruction  
School Report Section 9.0, p 13, #2  
Interviews with administration, staff, students  
Observation  
ACSI Criteria: 5.1.3, 5.4.1, 9.1, 9.2, 9.3, 9.4.  
WASC Criteria: D.1,2.

## Section 1 Philosophy & Foundations

Faith Christian High School has developed a clearly articulated philosophy of Christian education that is based on the Truth of God's Word. Initially, the philosophy was established by the school board. Since that time the philosophy has undergone several revisions. In 1987 and again in 1990 major revisions occurred in order to articulate a clearer and more concise statement of belief and purpose.

In 1994, 2000, and 2006 a strategic planning task force was organized to review the philosophy, mission and purpose of the school. This task force made minor revisions to the philosophy, mission and purpose statements. The school believes that their students should become spiritually minded individuals who have a strong moral character, are pursuers of academic excellence, are physically and emotionally developed, and seek to be servants to others. The core values are clearly reflected in the school's ESLRs.

The school's documents and publications communicate the school's philosophy, mission and purpose. The school's philosophy is well integrated in the curriculum and daily classroom activities. Extensive extra curricular activities provide practical applications of the philosophy in the lives of the students.

### **The team commends:**

1. The board and administration for developing a strong mission and purpose statement that clearly communicates the purpose of the school to the entire school community.  
School Report, Section 1, p. 5, major strength #1; Philosophy and Foundation  
Observation  
Interview with staff and students  
ACSI Criteria 1.1, 1.2  
WASC Criterion A.1
  
2. **The board and administration for developing a strategic planning task force that provides a forum for all stakeholders of the school to discuss and evaluate the school's mission and purpose resulting in the expansion of facilities and enhancement of programs to better the overall school's effectiveness.**  
School Report, Section 1, p. 5, major strength #3; Philosophy and Foundation  
Observation  
Interview with staff and students  
ACSI Criterion 1.4  
WASC Criterion A.7

3. The administration, faculty, students and parents for their understanding and integration of the school's philosophy, mission, vision and ESLRs resulting in a secure, nurturing, spiritual and academic environment for students.  
School Report, Section 1, p. 5, major strength #1; Philosophy and Foundation  
Observation  
Interview with staff and students  
ACSI Criteria 1.1, 1.5  
WASC Criterion A.5

**The team recommends:**

1. That the administration considers reviewing and revising their admissions policy so that there are clearer guidelines made for students who do not come from Christian homes.  
School Report, Section 1, p. 5, improvement #2; Philosophy and Foundation  
Observation  
Interview with administration  
ACSI Criterion 1.6  
WASC Criterion A.1
2. **That the administration and staff develop an assessment method for the ESLRs that will effectively measure student learning outcomes.**  
**School Report, Section 1, p. 5, improvement #3; Philosophy and Foundation**  
**Observation**  
**Interview with administration**  
**ACSI Criterion 1.6**  
**WASC Criteria A.1, A.6**

## **Section 2**

### **School Organization: Admissions, Governance, Finances**

**Admissions:** Faith Christian Schools has a well-developed, organized, and comprehensive admissions process. Students and parents are given a thorough explanation of the school's program, philosophy, mission, purpose, and culture. The admissions process fosters clear communication and harmony between the school and its constituency.

**Governance:** The FCS Board is an independent, self-perpetuating board consisting of no less than five and no more than seven members, who serve for a minimum term of three years. Members are sought from different church backgrounds to assure diversity on the board. Board candidates are interviewed by the board, and appointed by a unanimous vote of the board members. The FCS School Board's role is to establish policy and direction for the school, and to assure the general operation of the school in accordance with the By-Laws. The board's primary function is to set policy and serve in an over-sight role. A superintendent (in place for the past thirty years) serves as CEO over all campuses, and each building has an administrator to oversee the daily management and operations of their school. The board, superintendent, and administrators work with strategic task forces to plan the strategic direction of the schools.

**Finance:** The financial history of FCS reflects a solid foundation with strong assets and financial policies to meet the growing needs of the various campuses. The FCS Board makes every effort to honor God in its financial dealings by being fiscally responsible, maintaining quality facilities and programs, and making sound financial decisions.

#### **The team commends:**

1. The FCS Board, and Administration, for operating on a sound financial foundation, prioritizing strong assets and thorough financial planning, which assures fiscally responsible daily operation of the school.  
School Report, Section 2, pg. 18 #1; pg 402, Sec. 2.0, pg. 12.  
Observation;  
Interviews with Board, Superintendent, Administration,  
Budgetary documentation.  
ACSI Criteria: 2.13, 2.14, 2.15, 2.17.  
WASC Criteria: 2 (a), (b), (c).

2. The FCS Board, for its dedication, and by regularly reflecting the philosophy and mission of the school as it makes decisions and sets policy, and providing harmonious support for the school and its constituents, resulting in greater unity and accomplishment of purpose. School Report, Section 2, pg. 7, #4; pg. 18, #2; Sec 2.0 pgs. 17-18.  
Observation;  
Interviews with Board, Administration, Staff, and Parents  
Budgetary documentation  
ACSI Criteria: 2.1, 2.13, 2.16.1-4, 2.17, 2.18.  
WASC Criteria: 2 (a), (b), (c).

**The team recommends:**

1. **That the board and administration work together to find ways to close the gap between tuition and operating costs, thereby allowing fundraising to be used to fund improvements and growth rather than for maintenance of current programs.**  
**School Report, Section 2 pg. 18, #1;**  
**Observation;**  
**School Report, Section 10, pg.1 and 5 (Priority #1).**  
**Interviews with Superintendent, and Board**  
**ACSI Criteria: 2.15, 2.16, 2.17, 2.18.**  
**WASC Criteria: 2 (a).**
2. **That the board and school administration investigate ways to establish additional funding for scholarships, thereby allowing FCS students to experience additional diversity which better reflects the demographics of the local Christian community.**  
**School Report, Section 10 pg. 1, 5 #2.3 and (Priority #2)**  
**Interviews with Superintendent, Board, and Administration**  
**ACSI Criteria: 2.13, 2.15, 2.16.**  
**WASC Criteria: 2 (a).**

### **Section 3**

## **School, Home, Community**

**School:** Faith Christian School has undergone considerable facility upgrading over the past 3-4 years, enabling the school to be more attractive to prospective students and their families. This includes such projects as upgrading the music building, library, computer lab, and gymnasium. The landscaping of the campus and general appearance of the buildings and grounds has also been greatly improved.

In order to meet the growing academic demands, AP courses in Biology and Calculus have been added and U.S. History is available on-line. An AP Computer Science class is in the planning stages. There is an optimistic view that the school will continue to grow and develop.

**Home:** FCS educates students from three counties: Sutter, Yuba and Colusa. Since these counties have the lowest per capita income, FCS offers tuition assistance. The board wisely utilized information from a parent survey in future planning and financial decisions. One example of this information resulted in the hiring of a guidance counselor. The counselor informs parents about college requirements and financial aid during the fall semester. Placement tests are made available to FCS students on campus creating an efficient transition from high school to college.

**Community:** FCS fosters a working relationship with churches and other ministries within the community in several ways: pastors are prayed for and a luncheon is given in their honor, the students set up and serve at a banquet for a local pregnancy center, food is collected and donated to a local ministry at Christmas time, and one of the most effective examples of community involvement is the Mexico ministry trip.

#### **The team commends:**

1. The school staff and administration for their interest and effort towards increasing the AP class offerings in order to meet the academic needs of the students.  
School Report, Section 3, p.4c; School, Home, and Community  
Observation  
Interview Staff and Parent  
ACSI Criteria 3.0  
WASC A.7
  
2. **The school staff and administration for providing service opportunities that honor Christ in order for students to develop a servant attitude.**  
**School Report Section 3, p.6:1h-p.7:2; School, Home, and Community**  
**Observation**  
**Interview Staff and Parent**  
**ACSI Criteria 3.1**  
**WASC B.2.**

3. The school staff and administration for maintaining a nurturing, working relationship with a wide variety of churches as evidenced by the varied support given Faith Christian.  
School Report, Section 3 p.8:4; School, Home, and Community  
Observation  
Interview with Staff and Board  
ACSI Criteria 3.0  
WASC C.2.

**The team recommends:**

1. That the administration and staff develop an exit interview process in order to assess the factors dealing with student attrition.  
School Report, Section 3, p 9; School, Home, and Community  
Observation  
Administration Interview  
ACSI Criteria 3.7  
WASC C.2.
2. That the administration, staff, parents and alumni develop a FCS alumni association that encourages school spirit and participation in school related events after graduation.  
School Report, Section 3 p.9; School, Home, and Community  
Observation  
Board and Development Department Interview  
ACSI Criteria 3.7  
WASC C.1.

## **Section 4**

### **School Personnel**

At Faith Christian High School the faculty and staff senses a calling on their lives to be in Christian education. There is camaraderie within the staff that promotes the joy of serving together to accomplish their tasks for the glory of the Lord. Promoting the mission of the school and serving as a Christian role model is a primary responsibility of the staff.

#### **The team commends:**

1. The board and administration for having written personnel policies resulting in the staff's establishing an understanding of the expectations placed on them.  
School Report, Section 4, p. 20, Major Strengths #2  
Faculty Handbook, p.7  
Observation  
ACSI criteria 4.1.2 4.3.5  
WASC criterion A.4
2. The board and administration for having procedures in place for commending and recognizing staff, resulting in increased motivation and morale for improved instruction.  
School Report, Section 4, p.16,#5  
Observation  
Interview with staff  
ACSI criterion 4.5  
WASC criterion A.4
3. The board and administration for dedicating a significant portion of the budget to staff development resulting in improved teaching modalities and competency.  
School Report, Section 4, p. 20, Major Strengths #3  
Observation  
ACSI Criteria 4.3.4,4.3.5  
WASC Criterion A.4

#### **The team recommends:**

1. That the administration use a trained teacher from within the staff to work with the induction program to help teachers clear their credentials which will enable them to follow the guidelines required by the state.  
School Report, Section 4, p. 15, 2E  
Observation  
Interview with staff  
ACSI criterion 4.5.1  
WASC Criterion A.3.2

2. That the board and administration set up yearly formal evaluations of the site administrator that is done on a regular basis which will enable the administrator to continue promoting his strengths and identifying areas for future growth.  
School Report, Section 4, p. 13, #2, p. 20, Needed Improvements #1  
Observation  
ACSI Criterion 4.5.1  
WASC A.4
  
3. That the administration strongly encourages teachers to take two allotted days to visit other campuses which will enhance their professional development.  
School Report, Section 4, p. 5, #5,c  
Observation  
Interview with staff  
ACSI Criteria 4.3.4, 4.3.5  
WASC Criterion A.4

## **Section 5**

### **Instructional Program**

Faith Christian High School considers three major elements in the development of a quality instructional program; these are preparation/planning, lesson delivery, and assessment. The standard for Faith Christian High School is that lessons are well planned and that the courses are paced in such a way that all vital material is covered. All lessons have an introduction which includes links to previous lessons and a preview of what will be learned in the current lesson. Preparation and planning are vital to the learning process at Faith Christian.

Lesson delivery by a skilled teacher is also an essential component of a quality instructional program at Faith Christian High School. Teachers use a variety of instructional methodologies that give students with varying learning modalities the best chance for success. Teachers are encouraged to use technology in their lesson delivery when appropriate.

Assessing student learning is an essential and on-going process that takes several forms. A variety of formative and summative forms of assessments are used by the teachers and the school in general in order to determine the quality of the learning that takes place in the classroom and the effectiveness of the program.

The instructional program clearly reflects the philosophy and purpose of the school. Across the curriculum, biblical precepts and a Judeo-Christian world view are integrated. Faith Christian High School has a distinctive Christian education because its teachers are willing and able to project the school's core values on their students.

The curriculum contains a complete complement of current and challenging courses that serve the students well as they prepare for a college education. The school continues to add Advance Placement courses complemented with fine arts courses that balance a well designed program. The schedule of classes has been arranged for longer class periods. The schedule has advantages for classes to have longer in-depth projects and lab experiences.

There is evidence that the instructional program effectively integrates the philosophy of "providing a quality education that reinforces the Christian training of home and church" through each class of each subject area.

**The team commends:**

1. The board, administration, and staff for developing a curriculum that enables students to fulfill the admission requirements of major colleges and universities throughout the country.  
School Report, section 5, p. 12, major strength #2; Instructional Program  
Observation  
Interview with administration  
ACSI Criterion 1.6  
WASC Criterion B.1
  
2. The administration and staff for their commitment to integrate Judeo-Christian values and worldview into the curriculum in order to maintain a high quality education and remain true to their philosophy.  
School Report, section 5, p. 12, major strength #3; Instructional Program  
Observation  
Interview with administration  
ACSI Criterion 1.6  
WASC Criterion B.2
  
3. The board and administration for providing a challenging and relevant instructional program that fulfills the school's purpose and results in progress towards student achievement of the ESLR's.  
Interview with administration and staff  
Observation  
ACSI, 5.1  
WASC B.1
  
4. The staff for their use of research-based knowledge, and implementing a variety of learning experiences that engage students at a high level which aligns with the school's purpose and ESLRs.  
Interview with staff  
Observation  
ACSI, 5.2  
WASC B.2

**The team recommends:**

1. That the administration considers the feasibility of expanding electives and AP courses so that students will have a wider selection of courses to choose.

School Report, section 5, p. 12, Improvement #1; Instructional Program

Observation

Interview with staff

ACSI Criterion 1.6

WASC Criterion B.1

2. **That the board and administration explore ways for enhancing the science lab facility so that it will provide the needs of an expanding science program.**

**School Report, section 5, p. 12, Improvement #3; Instructional Program**

**Observation**

**Interview with administration and staff**

**ACSI Criterion 1.6**

**WASC Criterion B**

## **Bible**

### **The team commends:**

1. The school staff for their commitment to teaching from a Biblical worldview in order for the students to put their faith into practice.  
School Report, Section 5 p.13:2; Instruction Program; Bible  
Observation  
Interview with staff and parent Interview  
ACSI Criteria 5.1.1  
WASC B.1.
  
2. The Bible department for their desire to utilize the media center and its resources for in-depth research, study and enhance instructional methodology.  
School Report, Section 5 p. 14:4; Instruction Program; Bible  
Observation  
Interview with staff and administration  
ACSI Criteria 5.4.1  
WASC D.1.

### **The team recommends:**

1. That the administration considers securing texts and/or materials in order to upgrade current subject matter.  
School Report, Section 5 p. 13; Instruction Program; Bible  
Observation  
Interview staff  
ACSI Criteria 5.4.1  
WASC D.1.
  
2. That the administration and staff assess the placement of students who did not attend a Christian school in order to meet individual instructional needs.  
School Report, Section 5 p12; Instruction Program; Bible  
Observation  
Interview with staff  
ACSI Criteria 5.3.2  
WASC A.6.

## FINE ARTS

### **The team commends:**

1. **The Fine Arts Department staff for nurturing a desire and passion in students to express their creative abilities in a variety of ways, including ministering to the community at large.**  
**Observation**  
**Interviews with administration, parents, and staff;**  
**ACSI Criteria: 5.2.3, 5.3.1**  
**WASC Criteria: B.1, B.2(b).**
2. **The Drama Department for planning and conducting an outreach summer workshop for students ages 8-17, increasing their knowledge and skills in the performing arts.**  
**Interviews with students and staff**  
**ACSI Criteria: 5.2.1, 5.2**  
**WASC Criteria: A.3(3); B.2(b).**

### **The team recommends:**

1. That the board and administration develop as part of the strategic plan a Center for Performing Arts in order to broaden the overall scope of the school's instructional program.  
**Observation**  
**Interview with administration, staff, parents, and students**  
**ACSI Criteria: 5.1.3, 9.2-4.**  
**WASC Criteria: A.7 (a), B.2(b), D.2.**

## Language Arts

### The team commends:

1. **The administration and staff for requiring the Senior Project where senior students are able to display their abilities in research, higher level thinking, computer literacy, and oral presentations.**  
School Report, Section 5, p.30, 31  
Observation  
Interviews with staff  
ACSI Criteria: 5.1.3, 5.1.4, 5.3.3;  
WASC Criteria: B.1., B.2.(b), B.3(a).
2. The English staff for requiring students to maintain an ongoing reading portfolio containing information about every novel or play read by each student allowing the students to document their reading progress through the four years.  
Observation  
Interview with staff  
ACSI Criteria: 5.1.3, 5.1.4, 5.2.1  
WASC: Criteria: B.1., B.2(b), B.3(a)

### The team recommends:

1. That the administration and English staff collaborate on strategies to differentiate learning, thereby better accommodating a wide variety of student learning needs.  
Observation  
Interview with English staff  
ACSI Criteria: 5.1.3, 5.2.1, 5.3.1, 5.3.3  
WASC Criteria: B.2(b), B.3(a).

## **Mathematics**

### **The team commends:**

1. The administration and faculty for providing higher-level math course offerings ensuring that students will be competitive as they apply to the college or university of their choice.  
Observation  
Interview with staff and students  
ACSI, criteria 1.1,1.2  
WASC, criteria A.1
2. The staff for their strong collaborative effort in communicating academic progress of the students in order to meet individual student needs.  
Observation  
Interview with the staff  
ACSI, 4.0, 5.0  
WASC, A.4, A.6

### **The team recommends:**

1. That the administration considers hiring additional math teachers that will provide for the expanding math program.  
Observation  
Interview with staff  
ACSI 4.0  
WASC A.4

## Physical Education

### The team commends:

1. The administration and staff for their consistent emphasis on weaving a Christian perspective throughout the Physical Education and Health curriculum, which helps develop the student's knowledge and respect for their bodies as being unique "temples of the Holy Spirit."  
School Report, Section 5.0, pg 21, #1  
Interviews with school administration, staff, and students  
Observation  
ACSI Criteria: 5.1.1, 5.1.3  
WASC Criteria: B. 1-3.
2. The Physical Education/Health staff for teaching team strategies in P.E., and developing critical thinking skills through essay questions and group projects in Health curriculum that enhances the students academic excellence.  
School Report, Section 5.0, pg. 22, #4  
Observation of the physical education/health curriculum and classes;  
Interviews with administration, staff, and students;  
ACSI Criteria: 5.2.1, 5.3.1  
WASC Criteria: B.2, B.3.

### The team recommends:

1. That the school administration and staff investigate additional ways of evaluating and assessing student achievement in Physical Education/Health, especially in the area of Physical Fitness, thereby fostering more effective individual growth and development.  
School Report, Section 5.0, pg.21-22.  
Observation  
Interviews with P.E. staff  
ACSI Criteria: 5.3.1-4.  
WASC Criteria: B 3. (a), (b)
2. That the school administration and P.E./Health staff investigate possible additional P.E. curriculum stressing lifelong sport's skills and lifelong physical fitness training to assure the continued physical skills and fitness to keep the body more honorable as a "temple of the Holy Spirit."  
School Report, Section 5.0, pg 22  
Observation  
Interviews with P.E. staff and students;  
ACSI Criteria: 5.1.3, 5.2.1, 5.2.3  
WASC Criteria: B.1, B.2 (b)

## Science

### The team commends:

1. The administration and staff for steering students toward discovering the harmony between Scripture and science so that the students will endorse a distinctively Christian worldview.  
School Report, Section 5, p.23, #1; Instructional Program  
Observation  
Interview with staff  
ACSI, 5.1  
WASC, B.1
2. The board, administration and staff for providing higher-level science course offerings ensuring that students will be well prepared as they apply to the college or university of their choice.  
School Report, Section 5, p. 23, #2; Instructional Program  
Observation  
Interview with staff, parents and students  
ACSI, 5.1  
WASC, B.1

### The team recommends:

1. That the administration considers increasing yearly advanced courses and electives allowing students to be better prepared for AP exams.  
School Report, Section 5, p. 23, #2a; Instructional Program  
Observation  
Interview with staff  
ACSI, 5.1  
WASC, B.1
2. That the administration and staff provide an adequately equipped lab in order for the students to experience higher quality lab work.  
Interview with staff and parents  
Observation  
ACSI, 9.0  
WASC, D.1

3. That the administration consider acquiring funds in order to purchase a fume hood for the lab so that toxic fumes from some experiments can quickly be evacuated from the lab.

Observation

Interview with staff

ACSI, 9.0

WASC D.1

## Social Studies

### The team commends:

1. The administration and staff for their consistent emphasis on weaving a Christian perspective throughout the social studies curriculum, which helps develop the student's knowledge and respect for God's presence throughout history, and in their lives today and in the future.  
School Report, Section 5.0, p. 25, #1  
Interviews with school administration, staff, and students  
Observation  
ACSI Criteria: 5.1, 5.1.1  
WASC Criteria: B.1, B.2 (b).
2. The administration and staff for requiring students to produce a relevant research paper each semester by using the library for deeper research producing students who think critically about the past and therefore better understand the times in which they live.  
School Report, Section 5.0, p. 26, #4  
Observation of the social science curriculum and classes  
Interviews with administration, staff, and students  
ACSI Criteria: 5.1.3, 5.1.4, 5.2.1, 5.3.3  
WASC Criteria: B.1, B.2 (a), (b), B.3 (a).

### The team recommends:

1. That the school administration and staff investigate expanding advanced class offerings so that an AP or Honors U.S. History class could be offered on campus.  
School Report, Section. 10.0, p.1,#5.1; pg 3, (Priority #3)  
Interviews with administration, staff, parents, and students  
ACSI Criteria: 5.1.3, 5.1.4, 5.2.1  
WASC Criteria: B.1, B.2 (a), (b).
2. That the school administration and Social Science staff collaborate to create "check-off sheets" for meeting course objectives/state standards/ and school ESLRS thereby assuring more relevant student learning and achievement.  
School Report Section 5.0, p. 26.  
Observation  
Interviews with administration, Social Science staff  
ACSI Criteria: 5.1.3, 5.1.4, 5.2.1, 5.3.3, 5.3.4.  
WASC Criteria: B.1, B.3 (a), (b).

## Spanish

### **The team commends:**

1. The staff for a quality instructional program that allows students successful achievement on AP exams.  
School Report, Section 5, p. 28 #6; Instructional Program  
Observation  
Interview with staff  
ACSI 5.0  
WASC B.2
2. The faculty for engaging students in a variety of supplemental learning experiences outside of the classroom enhancing overall student learning.  
Interview with the staff  
Observation  
ACSI 5.1, 5.2  
WASC B.2

### **The team recommends:**

1. That the administration and staff consider offering Spanish IV for accelerated students that are interested in becoming more proficient in the language.  
School Report, Section 5, p. 28 #6; Instructional Programs  
Observation  
Interview with Staff  
ACSI, 5.1  
WASC B.1

## Technology/ Computer Science

### The team commends:

1. The board, administration and staff for their efforts towards building an excellent computer department which better prepares students to succeed in school as well as in the future.  
School Report, Section 5 p. 19:2; Instruction Program; Technology  
Observation  
Interview with student and administration  
ACSI Criteria 5.2.3  
WASC D.1.
2. The staff for their continued efforts to challenge students to develop higher level thinking skills in order to help student achieve academic excellence.  
School Report, Section 5 p. 19:4; Instruction Program; Technology  
Observation  
Interview with parents and students  
ACSI Criteria 5.2.1  
WASC B.2.

### The team recommends:

1. That the administration and staff encourage the use of technology in all classes which will increase the awareness and the use of technology as a lifelong skill.  
School Report, Section 5 p12; Instruction Program; Technology  
Observation  
Interview with staff and administration  
Student Interview  
ACSI Criteria 5.2.1  
WASC D.1.
2. **That the board and administration expand the existing computer facilities to include laptops for use in the library in order to meet increasing demands for research projects.**  
**School Report, Section 10, p. 2, (Section 6.0.1); School Improvement Plan**  
**Observation**  
**Interview staff and administration**  
**Student Interview**  
**ACSI Criteria 5.4.1**  
**WASC D.1.**

## **Section 6**

### **Library, Media Resources, and Technology**

Faith Christian High School's library is staffed with an experienced individual. Parent volunteers are used in the library according to their availability and willingness. Student assistants are also used to help meet some of the basic clerical needs of the library.

The library and media center are used by all departments of the school program. The library contains twelve computers that are available for student use. Along with the computer lab these computers offer the students and staff abundant resources for research. The school employs a full time systems administrator and a full time teacher who maintains the systems so that it meets all the school's needs at this time.

The administration has been proactive in assessing the effectiveness of technology use in the school. In the fall of 2006 a detailed technology plan was developed in order to move the school to a new level of operation. Currently, the plan is too new for the school to determine if it is accomplishing the intended goals.

#### **The team commends:**

1. The board and administration for employing a full time system administrator who will maintain and upgrade the technology needs of the school so that the school can accomplish its role in preparing students.  
School Report, Section 6, p. 3, major strength #1; Library, Media Resources, and Technology  
Observation  
Interview with staff  
ACSI 4.0, 6.3  
WASC, A.4, D.1
2. The administration and staff for the development of a well equipped computer lab with internet access and the latest software so that students can learn via research related projects.  
School Report, Section 6, p. 3, major strength #2; Library, Media Resources, and Technology  
Observation  
Interview with staff  
ACSI, 6.2, 6.5  
WASC, D.1

3. The administration and staff for a well equipped library that also contains twelve computers for student use that have internet access allowing students the opportunity for research in a comfortable and safe environment.  
School Report, Section 6, p. 3, major strength #3; Library, Media Resources, and Technology  
Observation  
Interview with staff  
ACSI 6.2, 6.5  
WASC, D.1

**The team recommends:**

1. That the board and administration consider increasing the library budget in order to meet the growing demands the academic program is making on the library.  
School Report, Section 6, p. 3, Improvement #3; Library, Media Resources, and Technology  
Observation  
Interview with staff and parents  
ACSI, 6.6  
WASC, D.1

## Section 7 Student Activities, Guidance Services, & Health Services

**Student Activities:** Faith Christian School has a broad range of student activities. These activities reflect the Christian philosophy of education of the school: to integrate Christian perspectives in all activities and to provide a well balanced program. It is important to the school that no individual activity becomes the central focus. They strive to provide a balanced educational experience for all students.

**Guidance Services:** The guidance services are provided by a part-time counselor. Students are given assistance with college selection and pre-college admissions testing during individual and group meetings. Parents are informed through meetings and articles published in the school newsletter. Teachers also play a role in guiding students in college planning.

**Health Services:** The health, safety and general well being of the students is very important. Administration, faculty and staff pray daily for the students, enforce the safety rules and give prompt medical attention.

### **The team commends:**

1. The administration and staff for providing a wide variety of student activities which enrich the high school experience.  
School Report, Section 7 p18; Student Services  
Observation  
Interview with students and staff  
ACSI Criteria 7.3  
WASC A.3., A.5.
  
2. The administration and board for expanding the guidance program in order to assist students and parents regarding opportunities and options during and after high school.  
School Report, Section 7 p18; Student Services  
Observation  
Interview with parent and administration  
ACSI Criterion 7.6.1, 7.6.3  
WASC A.7.

**The team recommends:**

1. That the board and administration provide a dedicated counseling office for the purpose of providing professional and confidential consultations.  
School Report, Section 7 p18; Student Services  
Observations  
Interview with board and administration  
Student Interview  
ASCI Criteria 7.10  
WASC A4
  
2. That the administration expands staff and student training to include a protocol for dispensing medication in order to comply with state guidelines.  
School Report, Section 7 p18; Student Services  
Observation  
Interview with administration  
Staff Interview  
ASCI Criteria 7.13  
WASC A.4.

## Section 8

### Support Services: Transportation, Food, and Safety and Crisis

Faith Christian High School only uses non-commercial vehicles so the Principal and Athletic Director are the ones who oversee the transportation program. They do not have a facility to prepare hot lunch; the Sutter County Health Department issues a license and does yearly inspections. The Faculty Handbook contains written policies and procedures for handling emergencies, first aid, and crisis situations.

#### The team commends:

1. The administration and the staff for effectively handling emergency situations resulting in safety and security for the students.  
School Report, Section 8, p. 7, Major Strengths #1  
Observation  
Interview with staff and students  
ACSI Criteria 8.2, 8.4,8.5,8.6  
WASC Criterion A.5
2. The board and administration for adding security by having a direct-line alarm to the Sutter County Sheriff's Department resulting in better handling of a possible crisis situation.  
School Report, Section 8, p.7, Major Strength #2  
Observation  
Interview with staff and students  
ACSI Criterion 8.9  
WASC Criterion 8.5

#### The team recommends:

1. That the board and administration complete the fencing of the property which will cause the school site to be more secure.  
School Report, Section 8, p. 7, Needed Improvements #2  
Observation  
Interview with administration  
ACSI Criterion 9.5  
WASC Criterion A.5

## **Section 9 School Facilities**

Faith Christian High School is located on 6.5 acres adjacent to the Yuba City First United Methodist Church. The campus has three permanent buildings, a two-classroom modular, a soccer field, and a 400 meter track. The main school building was completed in 1983, and the modular classrooms were installed in 1997. A gymnasium was built in 1992 and improved in 1999. A harmonious relationship with the Methodist Church provides additional space for athletics, drama, chapel, and additional school activities. All facilities, with the exception of the gym, are air-conditioned. The average size of all classrooms (not counting the gym, storage, and office areas) is 990 square feet or 31 square feet per student if enrollment were at capacity.

Heating, cooling, ventilation and lighting are rated as very good by the school, with proper safety guidelines being enforced on a regular basis. The outdoor playing fields are well maintained and suitable for the needs of the school's athletic and physical education programs. Outdoor facilities include a soccer field, baseball field, softball field, 400 meter track, and an outdoor basketball court.

The facilities are generally well kept and maintained, allowing Faith Christian to provide a safe and attractive physical environment.

### **The team commends:**

1. **The FCS board, and administration, staff and students for well-maintained facilities, which allows the school to present a quality comprehensive high school program.**  
**School Report, Section 9.0, p 13, #1**  
**Interviews with superintendent, administration, staff, athletic director, and parents.**  
**Observation**  
**ACSI Criteria: 9.1-9.5.**  
**WASC Criteria: D.1,2**
  
2. The FCS board, administration, staff for the marked improvement made in the use and presentation of computer technology, allowing more students to experience and benefit from the use high of quality hardware and software.  
School Report, Section 9.0, p. 13, #2  
Observation of the computer lab, and computer area in the Library  
Interviews with board, administration, staff, parents, and students  
ACSI Criteria: 6.2.1, 6.2.3, 9.4  
WASC Criteria: B.2 (b), D.2.

**The team recommends:**

1. That the board and administration, and staff work together to find ways to improve and/or renovate the science room to modernize and improve the safety of the facility by installing a fume hood for student protection.  
School Report Section 9.0, p 13, #1  
School Improvement Plan, pg.9 (priority #4)  
Observation  
Interviews with administration and staff  
ACSI Criteria: 5.4, 8.9-11, 9.1, 10.1.  
WASC Criteria: A.7, D.1,2.
  
2. **That the board and school administration prioritize planning for an added facility for art instruction, enhancing student opportunities to access better quality art instruction**  
**School Report Section 9.0, p 13, #2**  
**Interviews with administration, staff, students**  
**Observation**  
**ACSI Criteria: 5.1.3, 5.4.1, 9.1, 9.2, 9.3, 9.4.**  
**WASC Criteria: D.1,2.**

## ACSI/WASC Dual Accreditation Student Community Profile

Schools going through **dual accreditation** are required to add the following information to the self-study. The school is to provide an analysis of student achievement data (e.g., ERB, SAT 10, ITBS, AP, IB, college SAT, ACT, graduations rates).

### **STUDENT PERFORMANCE DATA**

See Overall Summary of Analysis, ACSI/WASC Dual Accreditation Pages 6-7.

Norm Referenced Test (NRT)

#### **NRT - All Students (SAT - 10)**

Data reported are the percent of students scoring at or above the 50th percentile.

	<b>School</b>			
<b>Subject</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	
<b>Reading</b>	<b>81%</b>	<b>80%</b>	<b>74%</b>	
<b>Mathematics</b>	<b>77%</b>	<b>74%</b>	<b>76%</b>	

#### **NRT – Subgroups 2006**

Data reported are the percent of students scoring at or above the 50th percentile.

<b>Migrant Education Services Subject</b>	<b>Male</b>	<b>Female</b>	<b>English Learners</b>	<b>Economically <u>Disadvantaged</u></b>		<b>Students with <u>Disabilities</u></b>		
				<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	
<b>Reading N/A</b>	<b>80%</b>	<b>69%</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	
<b>Mathematics N/A</b>	<b>93%</b>	<b>63%</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	

**Local Assessment**

**For Grades 9 – 11 the local assessment standard is to be at or above the 66<sup>th</sup> percentile on the SAT-10.**

**For Grade 12 the local assessment standard is to complete the senior project at a “B” or higher level.**

Data reported are the percent of students meeting or exceeding the school's standard

<b>Mathematics</b>		<b>Reading</b>			<b>Writing (Language)</b>				
		<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	
<b>Grade Level</b>									
<b>2005</b>	<b>2006</b>								
<b>K</b>									
<b>1</b>									
<b>2</b>									
<b>3</b>									
<b>4</b>									
<b>5</b>									
<b>6</b>									
<b>7</b>									
<b>8</b>									
<b>9</b>		<b>76%</b>	<b>60%</b>	<b>82%</b>	<b>71%</b>	<b>53%</b>	<b>73%</b>	<b>81%</b>	
<b>60%</b>	<b>64%</b>								
<b>10</b>		<b>44%</b>	<b>50%</b>	<b>42%</b>	<b>39%</b>	<b>50%</b>	<b>63%</b>	<b>33%</b>	
<b>64%</b>	<b>44%</b>								
<b>11</b>		<b>92%</b>	<b>61%</b>	<b>61%</b>	<b>92%</b>	<b>67%</b>	<b>78%</b>	<b>76%</b>	
<b>44%</b>	<b>52%</b>								
<b>12</b>		<b>COMPLETION OF SENIOR PROJECT WITH “B” OR BETTER</b>							
		<b>87%</b>	<b>88%</b>	<b>89%</b>					

### Dropout Rate and Graduation Rate

State	School			District				
	2004	2005	2006	2004	2005	2006	2004	
<b>Subject</b> 2005 2006								
<b>Enrollment (9-12)</b>	100	106	105					
<b>Number of Dropouts</b>	0	0	0					
<b>Dropout Rate (1-year)</b>	0	0	0					
<b>Graduation Rate</b>	100%	100%	100%					

### Number of Entering Freshmen Compared to Exiting Seniors

Class of	Entering Freshman	Graduating Seniors	Percent of
2004	22	31	141%
2005	31	24	77%
2006	32	19	59%

### Advanced Placement/International Baccalaureate Courses Offered

Subject	Number of Courses	Number of Classes	
<b>Enrollment</b>			
<b>Fine and Performing Arts</b> 0	0	0	
<b>Computer Science</b> 0	0	0	
<b>English</b> 23	2	2	
<b>Foreign Language</b> 0	0	0	
<b>Mathematics</b> 2	1	1	
<b>Science</b> 13	1	1	
<b>Social Science</b> 2	1	1	

**Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission**

<b>Number of Students Enrolled in Required All Courses Admission</b>	<b>Number of Students Enrolled in Courses Required For UC and/or CSU Admission</b>	<b>Percent of Students Enrolled in Courses For UC and/or CSU</b>
<b>115</b>	<b>115</b>	<b>100%</b>

**Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission**

<b>Graduates Number of Graduates Completed All Courses (Class of 2006) Required Admission</b>	<b>Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission</b>	<b>Percent of Who Have For UC and/or CSU</b>
<b>19</b>	<b>12</b>	<b>63%</b>

**SAT I Reasoning Test**

<b>State</b>	<b>Schools</b>			<b>District</b>			<b>2004</b>	
	<b>'03-'04</b>	<b>'04-'05</b>	<b>'05-'06</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>		
<b>2005 2006</b>								
<b>Grade 12 Enrollment</b>	<b>31</b>	<b>24</b>	<b>19</b>					
<b>Percent of Grade 12 Enrollment Taking Test</b>	<b>68%</b>	<b>58%</b>	<b>47%</b>				<b>49%</b>	
<b>Average Verbal Score</b>	<b>549</b>	<b>586</b>	<b>592</b>				<b>501</b>	
<b>Average Math Score</b>	<b>505</b>	<b>567</b>	<b>514</b>				<b>519</b>	

### **College Admission Test Preparation Course Program**

Faith Christian High School does not offer any courses that are specific to SAT or ACT preparation. There have been some instances in which individual teachers have met with students on weekends or at other non-school hours to prepare for SAT testing. The English courses include materials on writing essays for the SAT and for college admission. The school distributes SAT and ACT preparation materials that are provided by the College Board and ACT. Students are urged to use these materials in preparation for testing. Faith Christian High School also provides Preliminary Scholastic Aptitude Testing for all 11<sup>th</sup> grade students. Materials are returned to students after the test scores have been released, and class time is allotted by math and English teachers to answer questions and go over problem areas.

### **Degree to Which Students are Prepared to Enter Workforce.**

Faith Christian High School graduates are prepared to enter the workforce in several ways. As a group they have character and ethics that employers desire. They have solid reading, writing, social, and analysis skills. Faith Christian graduates are not generally vocationally trained in that the school does not offer vocational education as part of its curriculum. The vast majority of Faith Christian High School graduates attend college the semester following graduation. However FCHS graduates have been very successful in both the military and the general work force immediately following graduation.

**Future Plans - Table 7a (ACSI Manual)**

Intentions	Boys	Girls	Total Number	Total Percent
Attend 4-Year College or University	5	5	10	43.5%
Attend Junior or Community College	4	6	10	43.5%
Attend Other Post-Secondary School (e.g., Business College or Technical Institute)	1	0	1	4.3%
Continue Education but Undecided on Type of School	0	0	0	0
Stop Formal Education upon Graduation	0	0	0	0
Undecided About Further Education	0	1	1	4.3%
Unknown	0	1	1	4.3%
<b>Total Members of Senior Class</b>	<b>10</b>	<b>13</b>		

**Other Pertinent Data****College Admissions**

Faith Christian High School students have been accepted to over 100 4-year colleges/universities. These schools are located in 31 states in addition to Canada and England. The list includes many prestigious

institutions such as UC Berkeley, Oxford University, and all of the major military academies.

## ACT

Although the majority of Faith Christian students who take standardized college preadmission testing use the SAT, those who have taken the ACT have done very well. In the past 3 years 16 FCHS students have taken the ACT. Of these students' composite ACT scores, 88% were above the 50<sup>th</sup> percentile, 75% were above the 60<sup>th</sup> percentile, 56% were above the 70<sup>th</sup> percentile, 50% were above the 80<sup>th</sup> percentile, and 38% were at or above the 90<sup>th</sup> percentile.

## Advanced Placement

Faith Christian High School has offered Advanced Placement English Language and English Literature for several years. Advanced Placement Biology was taught during the middle to late 1990's but was dropped after the instructor left the school. This class was reinstated during the 2006-2007 year. Also, in 2006-2007 Advanced Placement Calculus AB was added to the FCHS course offerings.

The AP pass rate for Faith Christian High School for the past 4 years follows. A few students took AP tests in Spanish Language, Calculus, and Music Theory although the school did not offer AP classes in those subjects at the time.

Subject	Number Tested	Number Passing (3 or higher)	% Passing
English Language	58	23	40%
English Literature	34	12	35%
Music Theory	1	1	100%
Calculus AB	3	1	33%
Spanish Language	3	2	67%

## Overall Summary of Analysis

Comment on significant findings revealed by the analysis of student performance data and other profile and additional information.

Analysis of test data is somewhat difficult due to the small number of students at Faith Christian High School. However, despite this limitation the following conclusions can be drawn:

- The scores on the SAT-10 achievement testing are well above the 50<sup>th</sup> percentile school wide.
- There was a discrepancy in 2006 on the SAT-10 between males and females taking the test. Male students scored considerably higher. This will be analyzed over the coming years to see if this is a consistent trend or if scores even out over time.
- The local assessment standard of being at or above the 66<sup>th</sup> percentile on the SAT-10 has been accomplished by over 50% of the students in most years in most categories. However, there have been some noteworthy exceptions especially the 10<sup>th</sup> grade scores in 2004. The class rebounded well in 2005 as 11<sup>th</sup> graders, so it would seem that there was an anomaly in that particular class for 2004.
- The dropout rate of 0% is dependent upon follow-up information that is difficult to obtain. To the best of our knowledge none of the students who have left Faith Christian High School in recent years has failed to receive his/her high school diploma.
- The data concerning entering freshmen vs. exiting seniors shows that the class of 2004 grew considerably over the 4 years of high school, while the classes of 2005 and 2006 had declines. The number of students leaving over time has been affected by the recent opening of a new public high school near our campus. The new school has helped decrease public concerns about overcrowding in the public high schools. This has caused some families to reevaluate the cost of Christian education in that one of their major concerns about the local public high schools has been reduced.
- The SAT data for Faith Christian High School shows scores generally above the state average. Small numbers makes interpreting the data in any single year difficult.
- Faith Christian High School's AP offerings are growing. However, offering more AP classes is still an area of need for our high achieving students. Groundwork is being laid to add additional AP classes in the next year or two. Another possible solution to the problem is to increase the use of internet based courses for students wanting to take AP classes for which we have an inadequate number of students to warrant a class.
- The AP pass rate for Faith Christian High School in English is below the national average. There are two major factors that contribute to this. First, all AP English students are required to take the examination. This is done because we feel the test in itself is a learning experience and can give students a realistic look at college expectations. The second factor is that AP English enrollment is not highly restricted. Although teacher approval must be received to register for the course, this approval is given if the student agrees to work hard and complete all assignments. Sometimes students are admitted who are not particularly gifted in English, but who want to improve their skills as they prepare for college.

