

ANDREWS ACADEMY

SELF-STUDY REPORT



**ANDREWS
ACADEMY**

**North American Division
Commission on Accreditation
of the**

**Accrediting Association of Seventh-day Adventist
Schools, Colleges, and Universities, Inc.**

and

**North Central Association Commission on
Accreditation and School Improvement,
a division of AdvancED**

March 22-25, 2009

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EVALUATION STUDY COMMITTEES

Coordinating Committee	Philosophical Foundations and Community & Constiuecy
Cleon White, <i>Chair</i>	Tom Baker, <i>Chair</i>
Alan Anderson, <i>Faculty</i>	Alvin Glassford, <i>Faculty</i>
Tom Baker, <i>Faculty</i>	Richard Orrison, <i>Faculty</i>
Sari Butler, <i>Faculty</i>	Gina Pellegrini, <i>Faculty</i>
Tammie Lindsey, <i>Faculty</i>	David VanDenburgh, <i>Faculty</i>
Graciela Gaytan, <i>Staff</i>	Cleon White, <i>Faculty</i>
Zorislav Plantak, <i>Parent</i>	Bruce Closser, <i>Parent</i>
Kara Baker, <i>Student</i>	Christian Bacchiocchi, <i>Student</i>
	Liana Kent, <i>Student</i>
Administration and Staff Development	Curriculum & Instruction and Media Center
Cleon White, <i>Chair</i>	Tom Baker, <i>Chair</i>
Steve Atkins, <i>Faculty</i>	Alan Anderson, <i>Faculty</i>
Dean Boward, <i>Faculty</i>	Sari Butler, <i>Faculty</i>
Sari Butler, <i>Faculty</i>	Cleon White, <i>Faculty</i>
Carrie Chao, <i>Faculty</i>	Darchelle Worley, <i>Faculty</i>
Virginia Nachreiner, <i>Staff</i>	Rebecca Wright, <i>Faculty</i>
Norman Knight, <i>Parent</i>	Richard Wright, <i>Faculty</i>
Janna DeWind, <i>Student</i>	Arlyn Drew, <i>Parent</i>
Sandra Owusu-Antwi, <i>Student</i>	Sarah Gane, <i>Student</i>
	Chikondi Kamvazaana, <i>Student</i>
	Brian Park, <i>Student</i>

EVALUATION STUDY COMMITTEES (Cont')

School Facilities and Information Technology	Student Activities, Student Services and Parent/Student Surveys
Alan Anderson, <i>Chair</i>	Sari Butler, <i>Chair</i>
Patty Banks, <i>Faculty</i>	Steve Atkins, <i>Faculty</i>
Alvin Glassford, <i>Faculty</i>	Graciela Gaytan, <i>Staff</i>
Rocco Maccarone, <i>Staff</i>	John Reichert, <i>Faculty</i>
Leslie White, <i>Faculty</i>	Keila Sanchez, <i>Faculty</i>
Daniel Bacchiocchi, <i>Parent</i>	David Sherman, <i>Faculty</i>
Lathan Bidwell, <i>Student</i>	Marjorie Bates, <i>Parent</i>
Ethan Catron, <i>Student</i>	Erica Evans, <i>Student</i>
	Wonderful Nsunza, <i>Student</i>

Proof Reader	Rhoda Wills, <i>Former Faculty Member</i>
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School Profile

SCHOOL PROFILE

The principal, with assistance from the Coordinating Committee, is responsible for completing sections A-H. The principal may delegate responsibility for completion of applicable sections to others, such as the media center to the librarian, etc.

A. General Information

Name of School: Andrews Academy

Address: 8833 Garland Avenue; Berrien Springs, MI 49104-0560

Conference: Michigan **Superintendent:** Linda Fuchs

Principal: Cleon White **Board Chair:** Lyndon Furst

Date of Last Full Evaluation: 03/2002 **Date of Interim/Revisit:** 03/2005

B. The Constituency

Name of Church	Current Member-ship	Total Tithe Last Year (12 Months)	Total Church Budget Last Year (2008)	School Subsidy This Year (2007-2008)	Number of Students in this School	Number of Students Not in this School
All Nations	230	\$232,615	\$55,300	00.00	8	10
Andrews Korean	191	\$193,338.56	\$150,000.00	00.00	3	10
Benton Harbor Fairplain	229	\$179,968.54	\$38,874.00	\$2,000.00	0	8
Berrien Springs Spanish	403	\$328,396.29	\$70,000.00	\$00.00	4	8
Berrien Springs Village	923	\$1,070,674.82	\$266,000.00	\$2,500.00	41	15
Buchanan	142	\$195,333.00	\$47,550.00	\$1,330.00	6	0
Chikaming	89	\$105,424.00	\$19,548.00	\$660.34	2	0
Coloma	125	\$83,703.73	\$24,656.79	\$360.00	1	6
Dowagiac	76	\$73,328.37	\$16,872.00	\$000.00	2	1
Eau Claire	254	\$293,835.00	\$63,844.00	\$000.00	6	2
Glenwood	91	\$108,892.43	\$40,264.99	\$1,511.96	1	2
Benton Harbor Highland Ave	592	\$352,552.00	\$145,423.00	\$00.00	1	3
Michiana Fil-Am	132	\$188,263.05	\$62,500	\$00.00	0	2
Niles Philadelphia	110	\$162,679.40	\$80,000.00	\$00.00	8	8
Niles Westside	470	\$581,000.00	\$130,900.00	\$00.00	3	6
Pioneer Memorial	3494	\$55,220,000.00	\$580,000.00	\$52,404.00	136	40
St. Joseph	145	\$172,879.06	\$50,700.00	\$00.00	3	3
Stevensville	323	\$698,703.64	\$148,343.00	\$00.00	7	10
Other SDA					30	
Non-SDA					18	
Totals	8019	\$60,241,587	\$1,990,776	\$60,766	280	134

Percentage of total school subsidy to total constituent tithe: 0.1%

Percentage of total school subsidy to total church budget: 3.05%

Percentage of Adventist students in constituent churches *not* attending AA: 36.6%

C. Significant Financial Data

1. Provide the following financial information from previous fiscal years:

	257 Students	267 Students	270 Students
Financial Information	2 years ago (2005-06)	1 year ago (2006-07)	Current (2007-08)
Budgeted operating expense	\$1,560,367.00	\$1,694,725.00	\$1,803,685.47
Actual operating expense	\$1,644,526.18	\$1,778,580.42	\$1,950,176.96
Actual operating increase (decrease)	\$16,865.38	\$0.00	(\$280.23)
Annual operating income	\$1,661,391.56	\$1,778,580.42	\$1,949,896.73
Total depreciation	\$25,155.00	\$31,860.00	\$45,530.98
Total depreciation funded	\$25,155.00	\$31,860.00	\$45,531.00
Cost per student	\$6,398.93	\$6,661.35	\$7,222.87
Tuition and fees per student	\$6,390.00	\$6,740.00	\$6,990.00
Current Student Accounts receivable	\$288,969.51	\$420,757.13	\$599,859.58
Non-current student accounts receivable before allowance for doubtful accounts	\$172,562.22	\$68,042.16	NA
Total constituent church operating subsidy	\$50,240.00	\$50,782.50	\$52,279.50
Regular conference subsidy (and union subsidy if applicable)	\$114,035.15	\$117,578.00	\$120,546.52
Income from other sources	\$7,504.90	\$9,510.98	\$10,225.80
Student labor expenses	\$37,040.07	\$41,520.41	\$45,776.36
Instructional materials/supplies expenditures	\$42,627.80	\$54,751.84	\$63,481.48
Total technology/computer expenditures	\$31,156.52	\$26,758.68	\$28,979.92
Technology/computer expenditures per student	\$121.23	\$100.22	\$107.33
Total library/media expenditures	\$4,957.60	\$4,276.84	\$4,881.85
Library/media expenditures per student	\$19.29	\$16.02	\$18.08

2. **Date of last audited financial statement:**

*As a division of Andrews University, our financial statement is audited simultaneously with all of the schools owned and operated by the university. The last time this was done was **June 30, 2008** by **BKD auditors out of Ft. Wayne, Indiana.***

D. Media Center/Library Holdings

1. Print Materials: (Place total number of volumes to the left of each listing.)

<u>0</u> Encyclopedia sets, no older than five years, appropriate to various grade levels. Copyright date: <u>5 sets; '94, '96, '99</u>	<u>159</u> Philosophy
<u>3</u> Modern unabridged dictionary	<u>979</u> Religion
<u>1</u> Current world atlas	<u>1148</u> Social Science
<u>5</u> Bible concordances	<u>203</u> Language
<u>7</u> Bible dictionary	<u>655</u> Natural science
<u>2</u> SDA Bible commentary sets	<u>970</u> Applied science
<u>4</u> Index to Ellen G. White writings, (three-volume set)	<u>0</u> Picture books – easy reading
<u>177</u> Ellen G. White books	<u>621</u> The arts & Recreation (sports, crafts, etc.)
<u>283</u> General Works	<u>1713</u> Literature
	<u>3179</u> History, biography, travel

Summary:	<u>10,709</u> Total number of titles (exclusive of reference)
	<u>1,110</u> Total number of reference volumes
	<u>11</u> Total number of denominational periodical subscriptions
	<u>69</u> Total number of secular magazine/newspaper subscriptions

2. Equipment: (Place total number in the left blank.)

<u>10</u> Computers	<u>1</u> Cassette	<u>0</u> Digital cameras
<u>12</u> Video projectors	recorders	<u>2</u> Laser Disc
<u>1</u> Video Cameras	<u>18</u> VCR/DVD	Players
	<u>18</u> TVs	<u>1</u> Portable Screen

3. Software, etc.: (Place total number in the left blank.)

<u>-</u> Computer software
<u>567</u> Videocassettes
<u>274</u> Audiocassettes
<u>246</u> CD/DVD/laser discs

4. Media Center Organization: (Complete the blanks.)

Library hours: During school 8:00 am - 3:15 After school Not Open

Classification system: ☐ Library of Congress
☒ Dewey Decimal
☐ Other (specify) _____

Materials selection policy: ☒ Yes ☐ No Date approved by board: Early 1980's

Internet connection: ☒ Yes ☐ No List service(s): T.I Connection with AU

Library endorsement: ☐ Yes ☒ No Professional membership: None

E. The Staff

1. Administrative and Instructional:

Name	Highest Degree	*FT/PT	Assignment/Responsibility	Certification Status			Years of Educational Employment		
				Adventist **	Expire Date	State	Adventist	Non-Adventist	In this school
Anderson, Alan	MA	FT	Tech/PE/Library	Professional	08/31/11	Yes	38	0	38
Atkins, Steve	MS	FT	Biology/Earth Science	Professional	08/31/09	Yes	20	1	16
Baker, Thomas	MA, MA	FT	English/German	Professional	08/31/10	Yes	40	0	32
Banks, Patricia	MA	FT	Home Economics/PE	Professional	08/31/11	Yes	27	0	5
Boward, Dean	M.Mus	FT	Instrumental/Vocal	Professional	08/31/11	No	37	0	17
Butler, Sari	MA	FT	Guidance/Religion	Professional	08/31/13	Yes	25	0	14
Chao, Carrie	MA	FT	Chemistry/Mathematics	Conditional	08/31/07	No	3	0.5	1
Glassford, Alvin	M Div	FT	Religion	Professional	08/31/12	No	8	0	8
Lindsey, Tammie	JD	FT	Principal Assistant/Social Studies	Conditional	08/31/09	No	2	0	1
Pellegrini, Gina	MA	FT	Teaching & Learning Specialist	Professional	08/31/12	No	13	0	10
Reichert, John	BS	FT	PE	Standard	08/31/09	Yes	22	0	21
Sanchez, Keila	BA	FT	Spanish/Art/Yearbook	Standard	08/31/13	Yes	3	1.5	3
Sherman, Dave	MA	FT	Social Studies	Professional	08/31/12	Yes	20	0	9
VanDenburgh, D.	BA	FT	English/Sanjo	Conditional	08/31/08	No	7.5	0	7
White, Cleon	MA	FT	Principal	Professional	08/31/12	Yes	43	2	29

Name	Highest Degree	*FT/PT	Assignment/Responsibility	Certification Status			Years of Educational Employment		
				Adventist **	Expire Date	State	Adventist	Non-Adventist	In this school
Wright, Rebecca	MA	FT	English	Professional	08/31/13	Yes	12	0	11
Wright, Richard	BS	FT	Physics/Mathematics	Standard	08/31/12	Yes	4	0.5	3
Worley, Darchelle	MA	FT	Religion	Professional	08/31/10	Yes	12.5	0	2

*FT – Full-time PT – Part-time

**Administrator, Designated Subject/Services, Basic, Professional, Conditional, Standard

2. Auxiliary/Classified:

Name	*FT/PT	Work Assignment	License Status (where required)	Years of Employment	Years of Employment in this school
Gaytan, Graciela	FT	Receptionist/Secretary		20	3
Maccarone, Rocco	FT	Custodial/Maintenance		44	1
Metzger, Krista	PT	Administrative Assistant		7	1
Nachreiner, Virginia	FT	Office Manager		28	12
Orrison, Richard	PT	Alumni/Dev Director		53	22

*FT – Full-time PT – Part-time

3. Staff Data:

a. Indicate the staff FTE assigned to the following areas:

Assignment	Men	Women	Total
Administration	1.00	0.83	1.83
Classroom Teachers	9.17	5.17	14.34
Instructional Aids	0.33	1.00	1.33
Library/Media Center	0.50	0.00	0.50
Office Personnel	0.40	3.00	3.40
Custodial/Grounds/Maintenance	1.00	0.00	1.00
TOTAL	12.40	10.00	22.40

b. Current staff reported in full time equivalents: 25

c. Ratio of students to FTE instructional staff: $272/16.17 = 16.82$

d. Summary of academic preparation (report highest degree held):

	No Degree	B.A.	B.A. + 30	M. A.	Ed.S.	Ed.D or Ph.D
Men	0	1	2	8	0	0
Women	1	0	1	5	0	1 (JD)
TOTAL	1	1	3	13	0	1

4. Professional Activities and Memberships:

(List all administrative and instructional staff members, their current professional memberships, and significant professional activities that have impacted instruction in the past two years.)

Name of Certificated Staff	Professional Memberships	Professional Growth Activities
Anderson, Alan	International Technology Association	Study at Andrews University
Atkins, Steve	National Geographic Society	Study at Andrews University
Baker, Thomas	National Council of Teachers of English; American Assoc. of Teachers of German	Study Tour of Germany & Austria; AP Week Workshops('07,08); German Workshop ('04); AP Day Workshop ('07); Presentation at ICI ('03)
Banks, Patricia	Michigan Association of Family and Consumer Education	2006 Family and Consumer Education convention
Boward, Dean	Adventist Musical Association	Nashville; Midwest Band and Orchestra International Clinic in Chicago; Study at AU
Butler, Sari	Berrien Cass Van Buren Counselors Assn.; NASSP	Continuing ed (3 or 4 per year) with Berrien RESA; Study at AU; 2006 SDA convention in Nashville; SAT and ACT workshops at least every other year.
Chao, Carrie	American Chemical Society	Study on a Ph.D program at AU; Currently working on Denominational and State Certification
Glassford, Alvin	Ordained Minister	Studies at AU; Finished Professional Certification; Attended 2006 SDA Convention in Nashville; 2005 GC in St. Louis; Youth Specialties Convention in Pittsburg; Berrien County M & M Day at Lake Michigan College. Authored Sabbath School lessons for the Collegiate Quarterly.
Lindsey, Tammie	California State Bar;	Study at AU Seminary; Continuing legal education classes.
Pellegrini, Gina	None	Studies at AU; Professional Growth Reading list on a yearly basis; 2006 SDA Convention in Nashville
Reichert, John	None	Attended 2006 SDA Convention in Nashville

Name of Certificated Staff	Professional Memberships	Professional Growth Activities
Sanchez, Keila	MIFLA (Michigan Foreign Language Association)	Studies at AU; Leadership Conference for touring abroad; 2008 Philanthropic Conference in Arizona;
Sherman, Dave	National Council of Social Studies	Studies at AU; 2006 SDA Convention in Nashville; NAD textbook committee for Social Studies; Completion of MA;
VanDenburgh, David	None	Sigma Tau Delta; Phi Kappa Phi; College Board AP English Workshop
White, Cleon	National Geographic Society; Association for Supervision & Curriculum Development	Learning on-the-job role of Principal; 2006 SDA Convention in Nashville; Mathematics Frameworks Workshop in Pittsburg in 2002.
White, Leslie	None	Finished MA in Religious Ed and Concentration in Family Life at AU; California State Professional Growth activities relative to CDC education; Various SDA summer workshops like SEEDS, and Children's Ministry.
Wright, Rebecca	NCTE (National Council of Teachers of English)	Nashville; Studies at AU; Contract teacher for Action America (Second Language)
Wright, Richard	NCTM (National Council of Teachers of Math)	Working on Masters at Andrews University.; SDA Teachers convention at Nashville.
Worley, Darchelle	None	Pursing a Masters in Pastoral Ministry; Youth to Youth specialties conventions for several years; NAD Summer Workshop; Week of Prayer Speaker; Girl's Retreat Speaker; Youth Rally Presenter; Various personal growth seminars such as AU Dorm Retreat and Foundations for Tomorrow. Author for Collegiate Sabbath School Quarterly; Co-Taught a summer class at the AU Seminary; Organized and led out in two mission trips and participated in others.

F. The Students

1. Student Enrollment Data:

Grade	Opening Enrollments for the Last Five Years					Number of Students From Adventist Homes		Number of Students From Non-Adventist Homes	
	4 Years Ago (2003-2004)	3 Years Ago (2004-2005)	2 Years Ago (2005-2006)	1 Year Ago (2006-2007)	Current (2007-2008)	Baptized (2007-2008)	Unbaptized (2007-2008)	Baptized (2007-2008)	Unbaptized (2007-2008)
9	55	64	74	65	69	37	27	0	5
10	63	62	58	74	64	40	18	0	6
11	73	57	60	63	80	63	13	0	4
12	67	73	65	65	57	47	7	0	3
TOTAL	258	256	257	267	270	187	65	0	18

2. Student Enrollment Data Summary:

- a. Percentage of total students from non-Adventist homes: **6.7%**
- b. Percentage of students baptized: **69%**
- c. Projected total student enrollment: Next school year: **270** In 2 years: **270**
In 3 years: **275**

3. Student Follow-up Data: (Complete the chart below for the preceding two years.)

School year	Number of Students completing This School's Highest Grade	Number of Students Now Attending an Adventist College	Number of Students Now Attending a Non-Adventist College	Number of Students Not Attending Higher Education	Number of Students Who Have Dropped Out of School During This Year
2007-2008	57	42	13	2	0
2006-2007	65	48	13	3	1

G. Student Achievement

1. List the standardized test administered each year in each grade: (Provide test score printouts as supplementary material for review during the on-site visit.)

Grade Level	Standardized Test(s) Administered
9	Nelson Denny Reading Test Cognitive Genesis including Iowa Test of Educational Development and CoGat
10	Differential Aptitude Test
11	Cognitive Genesis including Iowa Test of Educational Development and CoGat Michigan Merit Exam which includes a college reportable ACT PSAT (Preliminary Scholastic Aptitude Test Strong Interest Inventory
12	ACT SAT AU Math Placement Test

2. **Explain school communication with parents and constituents regarding student achievement test results.**
 - *Individual test results are shared with the students and parent.*
 - *Composite test results are shared with parents, incoming students, the faculty and the board.*
 - *Additionally, Michigan Merit Exam results are published yearly in the local newspaper along with other area high school scores.*
3. **Describe the activities initiated to improve student performance in subject areas that have been identified as inadequate on achievement tests.**
 - *Individual test results which indicate a need for improvement in specific areas are discussed. If a student's test results, previous school records, and teacher evaluations suggest a need for intervention, frequently that student will be assigned to Mrs. Gina Pellegrini, the Academic Advancement Coordinator, who works very closely with the teachers and the counselor to provide support and remediation as necessary.*
 - *Composite test results are shared with the faculty. When an area shows a decrease in performance over the course of several tests, faculty seek ways to address this issue. For example, on several tests, there seemed to be a slip in the writing skills from our relatively high level of achievement to a normal range achievement. Faculty had an in-service presentation on writing across the curriculum, the English department added another writing class for the mid range, AP Composition class will be added to improve the high end writing, and three published authors did a two-day Leaders-on-Leadership workshop for all students.*

4. Secondary Standardized Test Scores:
(List the class average grade equivalency of students in each secondary grade tested on the union conference adopted standardized test for the three most recent years.)

Test Areas	Grade 9			Grade 11		
	3 Years Ago (9/05)	2 Years Ago (11/06)	1 Year Ago (11/07)	3 Years Ago (9/05)	2 Years Ago (11/06)	1 Year Ago (11/07)
Reading	13+	12.2	12.9		13+	13+
Written Expression	13+	11.9	13+		13+	13+
Mathematics	13+	12.9	12.4		13+	13+
Social Studies	13+	12.9	11.7		13+	13+
Science	13+	13+	13+		13+	13+
Information Processing	11.1	10.3	9.9		13+	13+
Composite Score	13+	12.3	12.1		13+	13+

H. Textbook Audit

List by grade level and/or subject area the titles of any textbooks being used that are not included in the current NAD Secondary Textbook List. Indicate the date on which the alternate text was approved by the conference or union office of education.

Grade	Subject	Text & Publisher	Approval Date
9-12	Basic Business	<u>Introduction to Business</u> , International Thompson Publishers, 1997, ISBN: 0-538-65688-3	Unknown
9-10	Keyboarding	<u>Century 21: Computer Keyboarding</u> , International Thompson Publishers, 2002, ISBN: 0-538-69919-1	Unknown
9-12	Marketing	<u>Marketing</u> , International Thompson Publishers, 2002, ISBN: 0-538-43232-2	Unknown
9-12	Personal Finance	<u>Managing Your Personal Finances</u> , International Thompson Publishers, ISBN: 0-538-44175-5	Unknown
9-12	Economics	<u>Economics: New Ways of Thinking</u> , EMC-Paradigm, 2007, ISBN: 978-082193-401-2	Not Approved
10-12	Newswriting	<u>Journalism Today</u> , 1998, National Textbook Company, ISBN: 0-8442-5975-6	Unknown

I. Secondary Curriculum

In the following chart list every secondary credit course offered to grades 9 and 12 students, providing the name of the teacher and other requested course information.

Course Title (1 st Semester)	Name of Teacher	SDA Endorsement	Enrollment	Credit Value	Per Week	
					No. of Periods*	Total Minutes*
Art		<input type="checkbox"/>				
Basic Art/Drawing	Keila Sanchez	Yes	14	0.5	4	200
Art Reflections	Keila Sanchez	Yes	8	0.5	4	200
Ceramics II – Indep	Keila Sanchez	Yes	1	0.5	5	250
Silhouette/Yearbook	Keila Sanchez	Yes	16	0.0	1	50
Business/Comp		<input type="checkbox"/>				
Keyboarding	Leslie White	Yes	13	0.5	5	250
Desktop Publishing	Leslie White	Yes	10,23	0.5	5,4	250,200
Basic Bus/Marketing	Leslie White	Yes	9	0.5	4	200
English		<input type="checkbox"/>				
English I	Rebecca Wright	Yes	18,23	0.5	4,4	200,200
English II	Rebecca Wright	Yes	18	0.5	5	250
American Ethnic Literature	Rebecca Wright	Yes	13	0.5	4	200
American Classics I	Rebecca Wright	Yes	19	0.5	4	200
Speech I	Rebecca Wright	Yes	12	0.5	5	250
English I	David VanDenburgh	Yes	24	0.5	5	250
English II	David VanDenburgh	Yes	26	0.5	4	200
American Classics I	David VanDenburgh	Yes	21	0.5	5	250
Art, Architecture	David VanDenburgh	Yes	16	0.5	4	200
Newswriting I	David VanDenburgh	Yes	13	0.5	5	250
Sanjo/School Paper	David VanDenburgh	Yes	3	0.5	1	50
English II	Tom Baker	Yes	13	0.5	4	200
Art of Biography	Tom Baker	Yes	22,11	0.5	4,4	200,200

Course Title (1 st Semester)	Name of Teacher	SDA Endorsement	Enrollment	Credit Value	Per Week	
					No. of Periods*	Total Minutes*
Health		<input type="checkbox"/>				
Health	Patricia Banks	Yes	28	0.5	5	250
Home Arts		<input type="checkbox"/>				
Basic Foods	Patricia Banks	Yes	19,16	0.5	5,4	250,200
Clothing I	Patricia Banks	Yes	16	0.5	4	200
Child Development	Patricia Banks	Yes	11	0.5	4	200
Mathematics		<input type="checkbox"/>				
Pre-Algebra (See Other Department)						
Algebra I	Carrie Chao	Yes	22,16,22	0.5	5,5,4	250,250,200
Algebra II	Richard Wright	Yes	29,28	0.5	5,4	250,200
Geometry	Richard Wright	Yes	32,29	0.5	5,4	250,200
Pre-Calculus**	Richard Wright	Yes	23	0.5	5	250
Modern Lang		<input type="checkbox"/>				
German I	Tom Baker	Yes	26	0.5	5	250
German II	Tom Baker	Yes	7	0.5	5	250
German III	Tom Baker	Yes	1	0.5	5	250
Spanish I	Keila Sanchez	Yes	29,29	0.5	5,4	250,200
Spanish II**	Keila Sanchez	Yes	20	0.5	5	250
Spanish II** - Arr	Keila Sanchez	Yes	2	0.5	Arr	Arr
Music		<input type="checkbox"/>				
Concert Band	Dean Boward	Yes	54	0.3	4	200
Bell Choir	Dean Boward	Yes	13	0.3	5	250
Orchestra	Dean Boward	Yes	50	0.2	2	90
Men's Chorus	Dean Boward	Yes	14	0.1	1	45
Women's Chorus	Dean Boward	Yes	22	0.1	1	45
Chorale	Dean Boward	Yes	22	0.2	2	100
Silhouettes	Dean Boward	Yes	25	0.3	5	250

Course Title (1 st Semester)	Name of Teacher	SDA Endorsement	Enrollment	Credit Value	Per Week	
					No. of Periods*	Total Minutes*
Physical Ed		<input type="checkbox"/>				
Independent PE	Alan Anderson	Yes	18	0.3	Arr	Arr
PE I	Alan Anderson	Yes	18	0.3	4	200
PE I	John Reichert	Yes	21,25	0.3	5,4	250,200
Softball/Basket	John Reichert	Yes	18	0.3	5	250
Flagball/Volley	John Reichert	Yes	19	0.3	4	200
Soccer/Rollerhock	John Reichert	Yes	16	0.3	4	200
Wt Train/Tennis	Patricia Banks	Yes	20	0.3	4	200
Religion		<input type="checkbox"/>				
Letters of Paul	Darchelle Worley	Yes	28,26	0.5	4,4	200,200
Friendship & Date	Darchelle Worley	Yes	28	0.5	4	200
Personal Religion	Darchelle Worley	Yes	17,24	0.5	5,5	250,250
Personal Religion	Alvin Glassford	Yes	24	0.5	4	200
Fundamental Beliefs	Alvin Glassford	Yes	19,29,24	0.5	5,5,4	250,250,200
Gospel of Mark	Alvin Glassford	Yes	26	0.5	5	250
Reformation Hist	Sari Butler	Yes	17	0.5	4	200
Science		<input type="checkbox"/>				
Earth Science**	Steve Atkins	Yes	26,26	0.5	5,5	250,250
Biology*	Steve Atkins	Yes	20,18,22	0.5	5,5,5	250,250,250
Chemistry**	Carrie Chao	Yes	28,24	0.5	5,5	250,250
Physics*	Richard Wright	Yes	28	0.5	5	250
Social Studies		<input type="checkbox"/>				
US History	Sherman	Yes	29,27,22	0.5	4,4,4	200,200,200
Government	Sherman	Yes	34	0.5	5	250
Current Issues	Sherman	Yes	29	0.5	5	250
World Geography I	Sherman	Yes	27	0.5	4	200
Economics	Lindsey	Yes	10	0.5	4	200

Course Title (1 st Semester)	Name of Teacher	SDA Endorsement	Enrollment	Credit Value	Per Week	
					No. of Periods*	Total Minutes*
Industrial Tech		<input type="checkbox"/>				
Woodworking	Alan Anderson	Yes	7	0.5	5	250
Personal Auto Care	Alan Anderson	Yes	9	0.5	4	200
Kaleidoscope	Alan Anderson	Yes	12	0.0	1	45
Other (Gen Ed)		<input type="checkbox"/>				
Pre-Algebra	Carrie Chao	Yes	9	0.5	4	200
Learning Strategies	Gina Pellegrini	Yes	6	0.1	4,5	200,250
ESL Study	Gina Pellegrini	Yes	14	0.1	4,5	200,250

* All classes that occur during the regular school day from 8:00 - 3:15 are 50 minutes in length. Those prior to 8:00 are 45 minutes each. The 4 day a week classes are in general the 10:15, noon, 1:30 and 2:25 classes. Those that are 5 day a week classes are in general the 8:00, 9:20, and 11:10 class periods.

**Science and certain other classes that meet at noon or afternoon meet 5 days/week.

Course Title (2 nd Semester)	Name of Teacher	SDA Endorsement	Enrollment	Credit Value	Per Week	
					No. of Periods*	Total Minutes*
Art		<input type="checkbox"/>				
Painting/Printmaking	Keila Sanchez	Yes	9	0.5	4	200
Ceramics/Sculpture	Keila Sanchez	Yes	22	0.5	4	200
Ceramics II – Indep	Keila Sanchez	Yes	1	0.5	5	250
Silhouette/Yearbook	Keila Sanchez	Yes	14	0.3	1	50
Business/Comp		<input type="checkbox"/>				
Desktop Publishing	Leslie White	Yes	9	0.5	5	250
Basic Bus/Personal Fin	Leslie White	Yes	18	0.5	4	200
Computer Applications	Leslie White	Yes	13	0.5	4	200
Visual Basic	Leslie White	Yes	6	0.5	5	250

Course Title (2 nd Semester)	Name of Teacher	SDA Endorsement	Enrollment	Credit Value	Per Week	
					No. of Periods*	Total Minutes*
English		<input type="checkbox"/>				
English I	Rebecca Wright	Yes	25,22	0.5	4,4	200,200
Literature Tour- England	Rebecca Wright	Yes	15	0.5	4	200
American Classics II	Rebecca Wright	Yes	24	0.5	5	250
Literary Comp	Rebecca Wright	Yes	15	0.5	4	200
English I	David VanDenburgh	Yes	24	0.5	5	250
English II	David VanDenburgh	Yes	25	0.5	4	200
Racial Conflict	David VanDenburgh	Yes	26	0.5	5	250
Expository Comp	David VanDenburgh	Yes	17	0.5	4	200
Newswriting II	David VanDenburgh	Yes	13	0.5	5	250
Sanjo/School Paper	David VanDenburgh	Yes	4	0.5	1	50
English II	Tom Baker	Yes	11	0.5	4	200
Beginning Comp	Tom Baker	Yes	3	0.5	4	200
Research Comp	Tom Baker	Yes	9	0.5	4	200
Health		<input type="checkbox"/>				
Health	Patricia Banks	Yes	31	0.5	5	250
Home Arts		<input type="checkbox"/>				
Basic Foods	Patricia Banks	Yes	20	0.5	5	250
Clothing I	Patricia Banks	Yes	16,15	0.5	4,4	200,200
Clothing II	Patricia Banks	Yes	4,3	0.5	4,4	200,200
Adv/Intern Foods	Patricia Banks	Yes	15	0.5	4	200
Mathematics		<input type="checkbox"/>				
Pre-Algebra (See Other Department)						
Algebra I	Carrie Chao	Yes	25,20,16	0.5	5,5,4	250,250,200
Algebra II	Richard Wright	Yes	30,23	0.5	5,4	250,200
Geometry	Richard Wright	Yes	27,31	0.5	5,4	250,200
Pre-Calculus**	Richard Wright	Yes	20	0.5	5	250

Course Title (2 nd Semester)	Name of Teacher	SDA Endorsement	Enrollment	Credit Value	Per Week	
					No. of Periods*	Total Minutes*
Modern Lang		<input type="checkbox"/>				
German I	Tom Baker	Yes	24	0.5	5	250
German II	Tom Baker	Yes	7	0.5	5	250
Spanish I	Keila Sanchez	Yes	29,28	0.5	5,4	250,200
Spanish II**	Keila Sanchez	Yes	16	0.5	5	250
Spanish II** - Arr	Keila Sanchez	Yes	2	0.5	Arr	Arr
Music		<input type="checkbox"/>				
Concert Band	Dean Boward	Yes	53	0.3	4	200
Bell Choir	Dean Boward	Yes	13	0.3	5	250
Orchestra	Dean Boward	Yes	55	0.2	2	90
Men's Chorus	Dean Boward	Yes	15	0.1	1	45
Women's Chorus	Dean Boward	Yes	22	0.1	1	45
Chorale	Dean Boward	Yes	23	0.2	2	100
Silhouettes	Dean Boward	Yes	26	0.3	5	250
Physical Ed		<input type="checkbox"/>				
Independent PE	Alan Anderson	Yes	1	0.3	Arr	Arr
Walking & Fitness	Alan Anderson	Yes	24	0.3	4	200
Wt Train/Basket	John Reichert	Yes	19	0.3	4	200
Badminton/Tennis	John Reichert	Yes	18	0.3	5	250
Badminton/Softbal	John Reichert	Yes	20	0.3	4	200
Fl Hockey/Soccer	John Reichert	Yes	24	0.3	4	200
Basket/Volleyball	John Reichert	Yes	26	0.3	5	250
Mountain Bike	John Reichert	Yes	22	0.3	Arr	Arr
Volleyball/Softba	Patricia Banks	Yes	27	0.3	4	200
Pool Lifeguarding	Greg Morrow	Yes	1	0.3	Arr	Arr
Religion		<input type="checkbox"/>				
Studies in John	Darchelle Worley	Yes	28,28,28	0.5	4,5,4	200,250,200
Marriage & Fam	Darchelle Worley	Yes	25	0.5	4	200

Course Title (2 nd Semester)	Name of Teacher	SDA Endorsement	Enrollment	Credit Value	Per Week	
					No. of Periods*	Total Minutes*
Religion (Cont')		<input type="checkbox"/>				
Personal Religion	Darchelle Worley	Yes	27	0.5	5	250
Personal Religion	Alvin Glassford	Yes	19,22	0.5	5,4	250,200
Daniel & Rev	Alvin Glassford	Yes	27,28	0.5	5,4	250,200
Christian Nurture	Alvin Glassford	Yes	8	0.5	5	250
Old Test Biogra	Sari Butler	Yes	23	0.5	4	200
Science		<input type="checkbox"/>				
Earth Science**	Steve Atkins	Yes	28,25	0.5	5,5	250,250
Biology*	Steve Atkins	Yes	14,21,23	0.5	5,5,5	250,250,250
Chemistry**	Carrie Chao	Yes	23,24	0.5	5,5	250,250
Physics*	Richard Wright	Yes	26	0.5	5	250
Social Studies		<input type="checkbox"/>				
US History	Sherman	Yes	23,24,27	0.5	5,4,4	250,200,200
Government	Sherman	Yes	23	0.5	5	250
History Tour - Eng	Sherman	Yes	10	0.5	4	200
World Geography II	Sherman	Yes	27	0.5	4	200
Civics	Lindsey	Yes	17	0.5	4	200
Industrial Tech		<input type="checkbox"/>				
Transportation	Alan Anderson	Yes	11	0.5	4	200
Independent Proj	Alan Anderson	Yes	1	0.5	Arr	Arr
Kaleidoscope	Alan Anderson	Yes	12	0.3	1	45
Other (Gen Ed)		<input type="checkbox"/>				
Pre-Algebra	Carrie Chao	Yes	6	0.5	4	200
Learning Strategies	Gina Pellegrini	Yes	7	0.1	4,5	200,250
ESL Study	Gina Pellegrini	Yes	14	0.1	4,5	200,250

* All classes that occur during the regular school day from 8:00 - 3:15 are 50 minutes in length. Those prior to 8:00 are 45 minutes each. The 4 day a week classes are in general the 10:15, noon, 1:30 and 2:25 classes. Those that are 5 day a week classes are in general the 8:00, 9:20, and 11:10 class periods.

**Science and certain other classes that meet at noon or afternoon meet 5 days/week.

J. Guidance Services

1. Briefly describe the guidance services of the school in each of the following areas:

a. Academic advisement including testing.

- *All students are assigned an advisor to assist with academic and other decisions. Advisors meet monthly with their advisees and assist the students every year in choosing classes for the following year. Additionally, the guidance counselor meets with a large majority of students regarding their schedules, beginning with incoming 8th graders during the summer prior to starting their academy experience. During this initial meeting, a specific schedule is determined with the student and the parent and an overview of a possible 4 year program of classes is also outlined.*
- *Testing results are returned by guidance office personnel one on one to each student which also gives an opportunity to ask other related questions regarding their academic program or personal issues.*

b. Career advisement including testing

- *There are a number of ways that students can explore careers: every other year a Bible class is offered, Life Choices, which seeks to encourage students to develop a career plan from philosophy and world views. Every year students are able to choose two alumni career seminars to attend and which allows students the opportunity to ask questions and interface with alumni in careers they, too, might be interested in. Additionally, sophomores are encouraged to do personal research based on their DAT test results as are juniors following the Strong Interest Inventory. Students are given various web sites which can be helpful in their personal career exploration. Lastly, many teachers incorporate different career information into their specific subject area curriculum.*

c. Personal counseling

- *Through the contacts created when scheduling, returning tests, or talking to seniors about colleges, for example, other issues arise. These opportunities allow for spontaneous counseling. Many students will come to the guidance office to ask for help or just a listening ear on personal issues. The counselor will also seek to make contacts with students in the halls, during lunch, during study halls and other casual contacts which may lead to further counseling. Additionally, the guidance counselor recognizes that many of the best counseling sessions happen during “the midnight hour” when traveling with students and will actively listen for comments that suggest a desire to talk deeper at the heart level where the most profound impact can be made, often utilizing prayer in a direct and intentional counseling tool.*

2. List the number of hours per day that guidance services are available to students.

- *A normal day is 8:30 a.m to 1 p.m and from 2:30 till 3:45 p.m.*

3. **List the types and location of guidance materials available to students.**

- *College guides and handbooks, scholarship and financial aid materials, magazines and brochures, websites and videos, test preparation books and registration information, as well as some career books are all available in the library right by the door to the guidance office.*

K. **Philanthropy Program**

1. **Briefly outline the school's development program, including alumni activities, fund raising, and board development. Include goals, objectives, and action steps for each area.**

- *The **development program** is currently directed (since the summer of 2005) by a 2/5th FTE program director and a 30 hour/per week support person. The program is responsible for both alumni and development activities.*
- *On fundraising, the director is advised by a development committee of nine members, including the principal and the board chair. The remaining members are alumni of the school with the exception of one member who is an honorary alumnus. The committee meets monthly throughout the calendar year on the first Monday of each month. The committee reviews reports, suggests policies and procedures, previews fund raising materials, and monitors the activities of the development program. Generally, 100% of the members are annual donors and several of them are among the school's major cumulative donors.*
- *The current primary thrust of the fundraising program is the **Envisioning the Future of Andrews Academy Challenge Campaign**. This campaign is three years in length and was launched in the fall of 2007 and will conclude on June 30, 2010. Approximately ten alumni have challenged the remaining alumni that they will match their contributions dollar of dollar up to \$50,000 the first year, up to \$55,000 in the second year, and up to \$60,000 the third year. In addition to the dollar challenge there is a participation challenge. The goals of the campaign are to incrementally increase both the dollar contributions and the number of donor participants. The goals of the Envision Program follow:*
- *With respect to **alumni activities**, the school does not have a formal alumni association. Rather, the activities are organized and conducted by the director. The primary focus of the activities is the annual alumni weekend reunion which is traditionally held on the 3rd weekend of October. For the alumni weekend events, the director is advised by a planning committee which is composed of local members of the honor classes (5 and 10 year graduation anniversaries). Generally, the committee meets monthly from January to October and makes recommendations to the administration about the content of the reunion events.*
- *In the recent past off-site alumni reunions have been conducted in various geographical locations across the country. These off-site reunions have primarily been held in Florida and California; however, reunions have been conducted in other locations as well. No off-site reunions have been conducted in the last two years.*
- *The goal is to contact alumni monthly. These communications may include (1) Save-the-*

Date notices, (2)alumni reunion schedule, (3)letters to attend the reunions sent by class representatives, (4)newsletters, (5)The Continuum, (6)the annual donor report, (7)campaign appeal letters, (8)follow-up phone calls, and (9) miscellaneous project contacts. (Samples of the alumni communication documents may be viewed in the Alumni/Development Support File).

- ***Board Development*** is currently the role of the principal and the board chair. The present organizational structure does not include board development being conducted by the director.
2. **List the goals and accomplishments for the past three years, including total dollars raised, percentage of alumni contributing to the school, and percentage of board members making annual gifts to the school.**

The mission, goals, and objectives for alumni activities and the development program follow:

MISSION

To create a community of Andrews Academy alumni and friends who are willing to invest in the school's continuing quest to offer an exemplary Seventh-day Adventist Christian education.

GOALS

- *To enhance the image, stature, and traditions of Andrews Academy*
- *To bring clarity and focus to Andrews Academy fundraising efforts*
- *To expand the donor base and grow operating funds, gifts, and endowments*
- *To expand the pool of individuals who are committed to excellence within Adventist secondary education*
- *To increase purpose-driven contacts with alumni and friends*
- *To establish procedures for conduction and evaluating the school's development activities and events*
- *To promote the spiritual, social, physical, and intellectual ideals of the school*

FUNDRAISING OBJECTIVES (2005-2006)

- *Development Committee Donors---100%*
- *Development Committee Gifts---*
- *Board Donors---100%*
- *Board Gifts---\$5000.00*
- *Faculty Donors---100%*
- *Faculty Gifts---\$2500.00*
- *Alumni Donors---450*
- *Alumni Gifts---\$37500.00*
- *Friends Donors---425*

- *Friends Gifts---\$50000.00*
- *Major Donor Contacts---10*
- *Major Donor Asks---2*
- *Major Donor Gifts---\$10000.00*

3. **List the goals for increasing charitable giving in the immediate future.**

Following are the fundraising goals for July 1, 2007 to June 30, 2010:

DOLLAR GOAL:

- o 2007-2008 \$100,000.00*
- o 2008-2009 \$110,000.00*
- o 2009-2010 \$120,000.00*

PARTICIPATION GOAL:

- o 2007-2008 438 Donors*
- o 2008-2009 459 Donors*
- o 2009-2010 525 Donors*

THE CHALLENGE:

Dollar for dollar; that is if the annual participation and dollar goals are reached, the challengers collectively will give an equal amount. The challengers will each give \$5000.00 in 2007-2008, \$5500.00 in 2008-2009, and \$6000.00 in 2009-2010.

PARTICIPANTS:

Alumni, Faculty/Former faculty, Operating Board Members, and Development Committee Members

ALLOCATION:

- o Endowments—50%*
- o Leaders on Leadership--25%*
- o Annual Fund—25%*

2007-2008 DEVELOPMENT REPORT

<i>Class of 1983</i>	<i>\$1,000.00</i>
<i>Advanced Placement Fund</i>	<i>\$13,025.61</i>
<i>Special Project Fund</i>	<i>\$9,105.00</i>
<i>Annual Fund</i>	<i>\$54,092.56</i>
<i>General Endowment</i>	<i>\$32,827.50</i>
<i>Worthy Student Tuition Assistance Fund</i>	<i>\$20,449.12</i>
<i>Leaders on Leadership Forum Fund</i>	<i>\$23,447.48</i>
<i>James Nash Operating Endowment</i>	<i>\$15,620.00</i>
<i>Douglas R. Newberry Endowment Scholarship Fund</i>	<i>\$3,525.00</i>
<i>Richard T. Orrison Endowment Scholarship Fund</i>	<i>\$9,625.00</i>
<i>Smith-Vitrano Memorial Endowment</i>	<i>\$3,520.00</i>
<i>Londa Zimmerman-Swezey Memorial Endowed Fund</i>	<i>\$1,200.00</i>
<i>Thomas & Eleanor Umek Memorial Endowed Scholarship Fund</i>	<i>\$6,390.00</i>
TOTAL:	\$193,827.27

The following is a 20-year range of donation totals for the school's development/advancement program:

- 1989-1990--\$89,113.00
- 1990-1991--\$108,553.00
- 1991-1992--?? (Alumni Donations--\$30,261.00)
- 1992-1993--\$86,495.00
- 1993-1994--\$82,191.00
- 1994-1995--\$80,956.00
- 1995-1996--\$74,246.00
- 1996-1997--\$92,201.00
- 1997-1998--\$88,037.00
- 1998-1999--\$114,924.00
- 1999-2000--\$117,451.00
- 2000-2001--\$126,855.00
- 2001-2002--\$112,985.00
- 2002-2003--\$145,141.00
- 2003-2004--\$100,530.00
- 2004-2005--\$97,774.12
- 2005-2006—\$76,906.93
- 2006-2007—\$103,605.00
- 2007-2008—\$193,827.00
- 2008-2009—\$101,183.00 (To 12/31/08)

DEVELOPMENT REPORT (July 1 - October 2008)

<i>AA Special Projects</i>	<i>\$50.00</i>
<i>Annual Fund</i>	<i>\$9,373.50</i>
<i>General Endowment</i>	<i>\$4,167.00</i>
<i>Worthy Student</i>	<i>\$6,072.69</i>
<i>Kim Keller</i>	<i>\$20,000.00</i>
<i>Leaders on Leadership</i>	<i>\$2,838.50</i>
<i>Nash</i>	<i>\$1,600.00</i>
<i>Newberry</i>	<i>\$2,084.05</i>
<i>Orrison</i>	<i>\$5,525.00</i>
<i>Smith-Vitrano</i>	<i>\$9,639.60</i>
<i>Sow Safari</i>	<i>\$50.00</i>
<i>Umek</i>	<i>\$850.00</i>
Total	\$62,250.34

*ADDITIONAL REPORTS WILL BE AVAILABLE TO THE VISITING COMMITTEE MEMBERS
IN THE ALUMNI-DEVELOPMENT DOCUMENT FILE DURING THE EVALUATION.*

SCHOOL PROFILE & GENERAL INFORMATION RECOMMENDATIONS

2002 Recommendations:

1. **That the board and administration continue to explore ways to increase awareness and involvement of the constituency and community in academy programs and operations.**
 - *During the previous 7 years, the academy has become more conscious of disseminating information to the constituents through E-mail, and the AAWeekly which arrives weekly in the mail 42 times per year. There are still a number of students, parents and other interested parties who say that they did not know, but there has been progress and most are thankful for the progress thus far.*
2. **That the board, administration and area churches give renewed emphasis to providing an operating subsidy that will support a strong program.**
 - *Pioneer Memorial Church has done a masterful job over the past 20 years in supporting Andrews Academy with a subsidy that equals \$15 per member per year. Some of the other churches that serve as constituent churches do fairly well, but most have not provided the assistance needed in order to reduce the tuition cost that must be generated by the family of the attending student. If all churches were to subsidize it at the same level as PMC it would improve the present operating budget by about \$40,000.*
3. **That the administration and staff ensure that all personnel obtain and maintain appropriate certification.**
 - *In close collaboration with the Lake Union Conference personnel, the Andrews Academy staff and administration monitor the certification of all teaching staff very carefully. This is done annually well in advance of the time when teachers make their summer plans.*
4. **That the university, board and administration develop effective ways to increase collection of student accounts.**
 - *During the summer preceding the school year parents of needy students fill out applications for worthy student assistance. Each successful applicant meets with the principal in determining what their part should be in caring for the student's account through the school year. Letters are sent home routinely from the student accounts manager in notifying parents of their tuition responsibilities. In the case of delinquent parents, special communication is sent to them asking that they either form a new plan for taking care of their portion of the tuition or withdraw their child from the school. Most of the parents cooperate in a reasonable manner.*

5. **That the administration and faculty review all aspects of the school program and develop goal driven action plans to guide the school improvement initiatives during the coming term of accreditation.**
 - *This is an excellent recommendation that needs careful attention. It will be given the deserved focus under the current administration.*
6. **That the Michigan Conference, university, board and administration re-examine and implement the recommendations developed by the governance committee.**
 - *This is being accomplished through an on-going process. Some recommendations are more easily implemented than others.*

PROGRESS REPORT FOR SCHOOL--WIDE IMPROVEMENT

SCHOOL PROFILE & GENERAL INFORMATION ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
School Profile 1	<i>Study methods and techniques to inform and involve the community and constituencies of the school.</i>	<i>Send out communication weekly. Invite the community to assist the youth financially and through prayer.</i> <i>On schedule with original action plan timeline: <input type="radio"/> Yes</i>	<i>The initial efforts have been well received.</i>	<i>Lack of time to implement all ideas that are available.</i>	<i>The plan began in the Fall, 2007.</i>
School Profile 2	<i>Thank those churches that have given their financial support. Ask other churches to step up to the plate.</i>	<i>Send out musical organizations and speaking groups to the churches. Talk to church boards regarding what it would take to lower the tuition.</i> <i>On schedule with original action plan timeline: <input type="radio"/> No</i>	<i>As of now the plan is dormant-- It needs attention to be fully implemented.</i>	<i>None</i>	<i>If \$400,000 could be raised from sources outside of tuition, it would lower the % needed by the family considerably.</i>
School Profile 3	<i>Plan for annual review of certification at both the denominational and the state level.</i>	<i>Remind each teacher about the importance of certification and how much they need to do to accomplish the task.</i> <i>On schedule with original action plan timeline: <input type="radio"/> Yes</i>	<i>It is working quite well.</i>	<i>None</i>	<i>The plan began in the fall of 2002.</i>
School Profile 4	<i>Review techniques for the enrollment of SDA youth in the greater Michiana area.</i>	<i>Hold one on one parent interviews regarding enrollment at AA. Monitor the financial plans using the services of the student accounts manager.</i> <i>On schedule with original action plan timeline: <input type="radio"/> Yes</i>	<i>It is working quite well.</i>	<i>None</i>	<i>The plan began in the summer of 2008.</i>

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
School Profile 5	<i>This needs attention during the new accreditation term</i>	<i>The recommendations need to be addressed during pre-school and post-school meetings.</i> <i>On schedule with original action plan timeline: ONo</i>	<i>When and if implemented the results will be rewarding.</i>	<i>None</i>	<i>It is to begin during the new term of accreditation.</i>
School Profile 6	<i>This needs attention during the new accreditation term</i>	<i>The recommendations need to be addressed during Michigan Conference Board meetings, AA operating board meetings and faculty meetings.</i> <i>On schedule with original action plan timeline: ONo</i>	<i>When and if implemented the results will be rewarding.</i>	<i>None</i>	<i>It is to begin during the new term of accreditation.</i>

PHILOSOPHY AND GOALS

A. **Introductory Statement**

A statement of philosophy has been developed for schools operating in the Seventh-day Adventist education system. Schoolwide curriculum goals and objectives consistent with the philosophy have also been established. Additional goals that meet concerns and needs of the constituency and students should be added. The philosophy and goals should be systematically reviewed by the constituency, administration, faculty, staff, and school board. There should be an annual evaluation of continuous progress toward these goals.

B. **Statement of Philosophy**

The Seventh-day Adventist Church recognizes God as the ultimate source of existence and truth. In the beginning God created in His image a perfect humanity, a perfection later marred by sin. Through the guidance of the Holy Spirit, God's character and purposes can be understood as revealed in nature, the Bible, and Jesus Christ. The distinctive characteristics of Adventist education, derived from the Bible and the inspired writings of Ellen G. White, point to the redemptive aim of true education: to restore human beings into the image of their Maker.

While God presents His infinitely loving and wise character as the ultimate norm for human conduct, human motives, thinking, and behavior have fallen short of God's ideal. Education in its broadest sense is a means of returning human beings to their original relationship with God. Its time dimensions span eternity.

Adventist education seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person – physically, intellectually, socially, and spiritually. Working together, homes, schools, and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come.

C. **Statement of School's Mission**

As a Seventh-day Adventist secondary school, Andrews Academy seeks to inspire its students to:

Think deeply	Serve unselfishly
Live fully	Honor God completely

D. Seventh-day Adventist Curriculum Goals

The following goals have been developed to support the unique philosophy of Seven-day Adventist Education. (Taken from *Journey to Excellence*.)

Goal:

Each student will:

- | | |
|--------------------------------|--|
| 1. Acceptance of God | Surrender one's whole life to God, develop a relationship with Jesus Christ, and allow the Holy Spirit to work in one's life. |
| 2. Commitment to the Church | Desire to know, live, and share the message and mission of the Seventh-day Adventist Church. |
| 3. Interpersonal Relationships | Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others. |
| 4. Responsible Citizenship | Develop an understanding of cultural and historical heritages: affirm a belief in the dignity and worth of others; and accept responsibility for local, national, and global environments. |
| 5. Healthful, Balanced Living | Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health. |
| 6. Intellectual Development | Adopt a systematic, logical, and biblically based approach to decision making and problem solving when applied to a developing body of knowledge. |
| 7. Communication Skills | Recognize the importance of effective communication and develop the requisite skills. |
| 8. Personal Management | Function responsibly in the everyday world using Christian principles of stewardship, economy, and personal management. |

	Goal: 9. Aesthetic Appreciation	Each student will: Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.
	10. Career and Service	Develop a Christian work ethic with an appreciation for the dignity of service.

E. **Specific Goals for this School**

Andrews Academy will challenge its students to:

1. Evaluate critically the presuppositions behind political and religious discourse.
2. Develop a sense of philanthropic responsibility for the church, school and community.
3. Respond positively to chapel and assembly programs as they are used to convey general curriculum goals.
4. Develop an understanding of the role of technology in society and the church with a view to its benefits and drawbacks and make informed decisions regarding it.
5. Develop a sense of spiritual, academic, personal and community responsibility in a timely manner.
6. Develop the ability to process information from the perspective of cultures other than their own.
7. Master practical skills and identify opportunities for their use in order to live efficient, economical and useful lives.

MAJOR RECOMMENDATIONS

As to the recommendations of the previous accreditation study in 2002, the administration and faculty have responded in the following ways:

1. **That the administration and faculty review all aspects of the school program and develop goal driven action plans to guide the school improvement initiatives during the coming term of accreditation.**
 - *The initial response was to conduct a focus-group study of issues at Andrews Academy. In response to the findings of the focus group, Principal Chase and the faculty dedicated many faculty meetings and three special meetings to respond to each issue and created an action plan where change was indicated. In addition, the faculty conducted a more broadly based inquiry among the student body in order to discover how students perceived the issues. It should be noted that the focus group was extremely narrow encompassing only twelve students and twelve parents of students. The faculty invited students to respond to a lengthy questionnaire and received an 85% return.*
 - *All aspects of the school program are evaluated by faculty during faculty meetings following events as well as during post-school week.*
 - *PPI (Parents Positively Involved) seek evaluative information from parents.*
 - *Students regularly have an opportunity through a year-end survey, given and tabulated by Mr. Atkins, to give feedback which is used by faculty.*
2. **That the community, board, administration and staff continue to evaluate all aspects of the school program to maintain balance among the academic, spiritual, physical, and social aspects of Christian education.**
 - *The response to the focus group study and to the information gained from the student questionnaire dealt with the issue of balance among the academic, spiritual, physical, and social aspects of Christian education. As a result of that study various changes were made in the focus and offerings of the physical education department. Study is being given to the inclusion of advanced placement courses in the academic field. Strong emphasis is being placed on the spiritual atmosphere through the presence of a permanent prayer room for students and the opportunity for parents to pray at the school for both faculty and students.*
3. **That the board and administration explore ways to increase awareness and involvement of the constituency in academy programs and operations.**
 - *The faculty and administration of Andrews Academy have historically tried to involve the constituents in its programs. With the beginning of the 2007-2008 school year, the administration has focused on this particular issue. The result has been the principal's "yellow letter," a single sheet, two-sided description of what has occurred in the previous week, what is new for the upcoming week, introduction to faculty members, and*

the descriptions of special programs. One faculty member, Steve Atkins, also has an internet news service for all parents who have computers, and this way of communicating offers details the principal may not be able to include in his weekly letter. A committee known as Leaders on Leadership or LOL, funded by generous alumni, meets regularly to develop ways of having students and community meet and interact with successful leaders. Some of the leaders who have come to Andrews Academy in the past are Coach Carter, Pat Williams, three successful authors who involved the entire student body in a two-day effort to create a story or an autobiographical vignette. Parents who are interested may also make presentations to the faculty and parent groups. Finally, a group of parents known as the Parents Positively Involved, the PPI, meets regularly about issues at the school and are actively involved in numerous events at the school.

4. **That the Michigan Conference, university, board and administration re-examine and implement the recommendations developed by the governance committee.**

- *The constitution of the board is currently under discussion and revision to reflect the extent of the financial stake the Michigan Conference, Andrews University, and parents have in the operation of Andrews Academy.*

5. **That the board and administration develop and implement a consistent formal teacher evaluation program in accordance with Lake Union policy.**

- *The administration of Andrews Academy has used, with some adaptation, the formal teacher evaluation program used by Andrews University in the evaluation of its teachers. The Andrews University human resources division requires that its instrument be used for all employees. The principal conducts the evaluation by spending three to four hours in the classroom of each teacher, makes his evaluation, and goes over the evaluation with each teacher to discuss strengths and weaknesses.*

6. **That the board and administration review the academic program to ensure that graduation requirements are aligned with Lake Union policy.**

- *The minimum requirements for both the General and the College Prep diplomas at Andrews Academy meet, or in some cases exceed, the minimums as outlined by the Lake Union policy except in the area of Computer Education as a specified requirement; Andrews Academy requires 1.5 credits (compared to 1.0 required by the Lake Union) of Applied Arts from 2 areas which allows the student to choose Computer Education as one of the 3 semesters of Applied Arts but does not specify Computer Education as required. Additionally, while it may appear that the Fine Arts required credits as per the Lake Union exceed Andrews Academy requirements in this area, the difference is due to the amount of credit Andrews Academy grants for music. To illustrate, 0.5 credits, as required by the Lake Union, is normally a semester of class work; Andrews Academy requires either a full year of a music course or one semester of an art course which meets the spirit of the Lake Union requirement.*

7. **That the administration and faculty explore ways to provide common planning time to facilitate collaboration among faculty for cross-curricular programs and activities throughout the curriculum.**
- *Some faculty at Andrews Academy have developed cross-curricular courses. Examples are collaborations between the David Sherman, the history teacher, and David VanDenburgh, an English teacher. The result of their collaboration has been a course identified as “Castle and Commons,” a study of how the nobility and the common people lived during the Middle Ages. The course requires both historical and literary readings.*
 - *A second course developed through discussions between Tom Baker and David VanDenburgh with the collaboration of David Sherman is a course known as “Racial Conflict and Accord,” a course focusing on the study of two contrasting communities in the United States and including both literary and historical readings. The class focuses on a community, Buxton, Iowa, where racial relations were friendly and on another community, Tulsa, Oklahoma, where racial tensions climaxed in a rampage against a successful and well-developed black community.*
 - *A third area which has potential for collaboration is a course under development by Pastor Alvin Glassford. His course will focus on a Biblically-based evaluation of major philosophers of the past and has potential for collaboration with an English or History course. The problem—and it is a very real problem—is the fact that most teachers teach six classes and have as many as five preparations.*
 - *Another area of collaboration is the song services which regularly occur as a result of the instructors in the Modern Languages department.*
 - *The English department teaches courses which can be taken as English, Social Studies, or Religion credit.*

PROGRESS REPORT FOR SCHOOL--WIDE IMPROVEMENT

MAJOR ACTION PLANS

Date of last Evaluation: **March 2002 with an interim visit in 2005.**

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Major 1	<i>Accomplish the spirit of this major recommendation through yearly post session and pre-session staff & faculty activity.</i>	<i>Review all aspects of the school program prior to the next accreditation visit.</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>Some parts of our program have changed. For example, we now offer an AP class that would not have been offered if it were not for the informal evaluation of the school program.</i>	<i>Time is the greatest barrier to getting the task done, but we continue to work on it bit by bit.</i>	<i>The plan is On-Going.</i>
Major 2	<i>Accomplish the spirit of this major recommendation through the monthly board meetings.</i>	<i>The calendar with all of the major events is approved yearly by the board.</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>As a result of the on-going evaluation, the structure of the board has been reviewed and a 5 year plan for major school projects is being developed.</i>	<i>Money is the greatest barrier to fulfillment of this goal.</i>	<i>The plan is On-Going.</i>
Major 3	<i>Greater communication with the constituency</i>	<i>Weekly Newsletter & Periodic E-mail</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>It has been well received.</i>	<i>None</i>	<i>The plan began in the Fall, 2007.</i>
Major 4	<i>The Michigan Conference, AU have a close working relationship with the administration and AA Operating Board</i>	<i>Consistent discussion with the AU Provost, and MI Conference Superintendent of Ed regarding needs and services for AA</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>The results have been positive and we now have a vision of projects that need to be accomplished.</i>	<i>Money is the greatest barrier to fulfillment of this goal.</i>	<i>The plan began in the Fall, 2007.</i>

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Major 5	<i>The administration of AA has used the same evaluation tool that the university uses. It seems successful.</i>	<i>Explain to the faculty and staff what is expected and then take care of business. On schedule with original action plan timeline: ○ Yes</i>	<i>The results have been positive and we once again have a yearly evaluation tool for all employees.</i>	<i>Time is the enemy to fulfilling this objective.</i>	<i>The plan began in the Spring, 2004.</i>
Major 6	<i>The AA Academic Affairs committee continual monitors this minor disparity between our graduation requirements and those of the Lake Union Conference. It is our belief that we are in fact meeting the spirit of the recommendation.</i>	<i>Continual monitoring of this issue by the standing Academic Affairs Committee. On schedule with original action plan timeline: ○ No</i>	<i>No change in the original requirements of AA.</i>	<i>Lack of time by the student to implement an already crowded schedule</i>	<i>Recommendation has not been implemented.</i>
Major 7	<i>Provide release time to work on the cross-curricular programs.</i>	<i>Release time could be given. On schedule with original action plan timeline: ○ Yes</i>	<i>In spite of no release time being given, there have been significant developments in the Cross-Curricular areas.</i>	<i>Time is the enemy to the fulfillment of this objective.</i>	<i>The plan is On-Going.</i>

Standards

Standards for Adventist Schools, Grades 9-12

Standards are ideals for quality schools that are specific, attainable, and measurable. The following standards are to be met in all Seventh-day Adventist schools. Included with the standards are indicators of implementation that identify the degree to which the standard has been effectively attained.

The appropriate study committee is to evaluate each standard statement and the indicators of implementation to determine by consensus the extent to which each has been attained. After determining the rating for each standard and related indicators of implementation, the study committee is to rate the overall on all available information. The study committee is then to write a short narrative for each of the standards describing the school's program in relation to the standard to corroborate the chosen rating.

1. Standard for Philosophical Foundation

Standard: *The mission statement, philosophy, and purpose give direction to the school's program, and they are developed and approved cooperatively by the administration, staff, and school board and reflect Seventh-day Adventist educational philosophy.*

The standard/indicator of implementation is: 1 – not met
2 – partially met
3 – met
4 – exceptionally met

Indicators of Implementation:

- A. **School's mission statement, philosophy, and purpose are expressed in a written statement and made available to faculty, staff, students, parents, and constituents.....**1 2 3 (4)
- The mission statement, philosophy, and purpose of Andrews Academy are printed in the school handbook or bulletin. A statement of the school's mission is displayed in each classroom where teachers and students can see it every day. In faculty meetings, board meetings, and in discussions with parents and students, the principal directs attention to the mission statement, philosophy, and purpose of the school. Every person passing through the main entrance into the commons area reads the statement undergirding the purpose of Seventh-day Adventist education: "To restore in man the image of his Creator is the purpose of education." That statement gives the raison d'être of Andrews Academy and is the goal for every activity. In addition, teachers are directed to make their course outlines reflect the mission and philosophy of the school.*

B. **School’s mission statement, philosophy, and purpose are reviewed regularly to meet the changing needs of students and constituency1 2 3 (4)**

- *The faculty regularly reviews the mission statement, philosophy, and purpose of the school. One must wonder, however, at the idea implicit in Section “B” of “Indicators of Implementation” that a mission statement, philosophy, and purpose of a school need revision in order to “meet the changing needs of students and constituency.” Review for refinement is always a good idea; changing the undergirding philosophy of the school is not. An institution that must change its philosophy to meet the needs of vocal pressure groups is an institution that has lost its direction.*

Overall rating for this standard1 2 3 (4)

School Standards – Philosophical Foundations

2002 Recommendations:

1. **That the community, board, administration and staff continue to evaluate all aspects of the school program to maintain balance between the academic, spiritual, physical, and social aspects of Christian education.**
 - *Evaluation of the school program takes place meeting after meeting. When things go well they are evaluated so that the strengths can be utilized in other venues. When things do not go so well, they are corrected so that they will be done better another time. Continual quality control is manifest during board meetings, standing sub committee meetings, faculty meetings and ad hoc meetings.*
2. **That the board, administration and staff regularly review their philosophy and educational goals to further operationalize the beliefs and values of the Seventh-day Adventist Church within the structures of the home, church, and school.**
 - *The faculty review their philosophy during the opening meetings of pre-session each year. The board reviews the philosophy and educational goals on an on-going basis.*

PROGRESS REPORT FOR SCHOOL--WIDE IMPROVEMENT

PHILOSOPHICAL FOUNDATIONS ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Philosophical Foundations 1	<i>Evaluate the school program to maintain a proper balance between academic, spiritual, physical and the spiritual aspects of the school program.</i>	<i>Place ideas and former programs on the agenda of meetings for appropriate evaluation.</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>When done properly & consistently AA will maintain a good program.</i>	<i>None</i>	<i>This plan is On-going.</i>
Philosophical Foundations 2	<i>Regularly review philosophy, objectives, & educational goals.</i>	<i>Place the philosophy, objectives & goals on the agenda.</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>The philosophy, objectives & goals are a sound reflection of the SDA belief system.</i>	<i>None</i>	<i>We have always had this plan as a part of our process.</i>

2. Standard for Community and Constituency

Standard: *The school, community, and constituency are mutually interdependent. Cooperative interaction is essential to providing an effective educational program.*

The standard/indicator of implementation is: 1—not met.
2—partially met.
3—met.
4—exceptionally met

Indicators of Implementation:

- A. **Interacts with and responds to the constituency and community needs when planning school activities, programs, and services.....1 2 3 (4)**
- The administration and faculty of Andrews Academy interact with and respond to the needs of the constituency and community in the planning of its school activities, programs, and services. The governing board represents the constituency and conveys various issues to the administration of the school. As finances of the school allow and philosophy of the school permit, the principal and the faculty attempt to meet the needs of the constituents. Andrews Academy also attempts to meet the needs of the broader community by hosting a banquet for retirees and by offering retirees a place to meet for their scheduled conventicles. Finally, Andrews Academy attempts to include the broader community by scheduling educational events with special speakers, ranging from educators, such as Marva Collins to sports figures such as Pat Williams of Orlando Magic.*
- B. **Admits students based on procedures consistent with its stated mission and purpose1 2 3 (4)**
- Andrews Academy admits students based on procedures consistent with its stated mission and purpose. Although students do not need to come from Seventh-day Adventist families in order to attend the academy, they must agree to adhere to the life style and values the school advocates in its philosophy and mission.*
- C. **Develops and maintains consistent communication with parents and constituents1 2 (3) 4**
- Andrews Academy maintains consistent communication with parents and constituents through the principal's weekly newsletter, known locally as the "yellow sheet". The letter goes to the home of every student and board member. The letter is brief but through offering information and updates on what is happening at the school each week. Short of going door to door once a week, the letter is the most effective method the school*

has found to communicate with stakeholders in the school. In addition, Steve Atkins, a science teacher, informs every family with a computer in the home about school events through the use of e-mail.

D. Develops and maintains a formalized marketing/recruitment program that clearly describes the program, person(s) responsible, and policies of the school1 2 (3) 4

- *To say that the marketing program of Andrews Academy is “formalized” would be an exaggeration. The school has tried various means of marketing its program. To date the most effective ways have been visiting the constituent schools of District Nine, visiting in the homes of prospective and current students, and inviting prospective students to various events held at Andrews Academy throughout the year. Such events include the “penny arcade,” the school play, and specified evening recreation programs. The principal and several teachers are developing a representative web site, but whatever is developed must meet the criteria established by the Technical Services of Andrews University.*

Overall rating for this standard1 2 (3) 4

School Standards – Community and Constituency

2002 Recommendations:

1. **That the board and administration continue to develop plans to strengthen the school's connection with all area churches.**
 - *The marketing committee which is a subgroup of the Andrews Academy Operating Board has taken on this recommendation as a challenge and is pursuing the possibility of having either an AA class musical organization perform or engaging an informal musical group with a speaker present to all churches in Southwestern Michigan on an annual basis.*
2. **That the board , administration, and staff continue to explore ways to enroll more students from the large number of available students in area churches not currently attending the school.**
 - *For some, it is a matter of choice. For others, they would prefer to remain at the academy, but have no option to study at this school because of inadequate finances. The finance committee, marketing committee, operating board, local church boards, AU administration are all well aware of the situation and are doing whatever is in their power to make it affordable to all students who have a desire to attend.*

PROGRESS REPORT FOR SCHOOL--WIDE IMPROVEMENT

COMMUNITY AND CONSTITUENCY ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Community, Constituency 1	<i>Strengthen the school's presence in the community SDA churches.</i>	<i>Plan for the scheduling of all AA musical organizations at the local churches. Allow for the Marketing Committee to do additional promotion to other churches.</i> <i>On schedule with original action plan timeline: Yes</i>	<i>The results of this plan are as yet unknown.</i>	<i>The scheduling of these events is at best problematic.</i>	<i>This plan was implemented in the fall, 2008.</i>
Community, Constituency 2	<i>Make Christian education available to more students in SW Michigan</i>	<i>Continue with the process of educating the church boards, the university, and the conference regarding the importance of Christian education at Andrews Academy.</i> <i>On schedule with original action plan timeline: No</i>	<i>With proper effort, we will experience financial resources that will attract additional students.</i>	<i>Optimistic personnel to promote proper priorities among the available resources.</i>	<i>Not yet implemented.</i>

3. Standard for Administration

Standard: *Administrative and professional staff are adequate in number and ensure the effective and successful operation of the school.*

The standard/indicator of implementation is: 1 – not met
2 – partially met
3 – met
4 – exceptionally met

Indicators of Implementation:

1. **The school board develops and implements programs and policies that are aligned with conference/union educational policies and the school constitution to meet the needs of students and constituents**1 2 3 (4)
 - *The school board membership is composed of a number of members including the Michigan Conference Superintendent, and the Director of Education for the Lake Union Conference. The administration of the school works closely with the board to ensure that all educational policies voted by the board are within the guidelines of the school constitution and thus meet the needs of the students and constituents.*
- B. **The school board and principal/head teacher work cooperatively to achieve a successful program**1 2 (3) 4
 - *The school board is very supportive and in general works with the principal to achieve a successful program. While the board and principal believe, hope, and trust in the success of the operation of the school, not everything will always transpire as expected.*
- C. **The school board plans for and provides resources to ensure that sufficient funds are available for the annual budget and capital improvements.....**1 2 (3) 4
 - *The school board is responsible for approving the annual budget setting long range financial goals that are recommended to it by the finance committee. The principal prepares the budget in consultation with the staff and faculty and then presents it to the finance committee for input and recommendation. Because of the unique relationship of the academy to Andrews University, the budget also must be approved by the AU Vice President for Financial Administration and the Andrews University Provost.*

- D. **The school board serves as fiscal manager to ensure operation of the school on a sound financial basis.....1 2 3 (4)**
- *The financial report of the previous month including all profits and expenditures to date are presented at each meeting of the school board for approval. If any board member observes things that are not in alignment with the voted budget, that undergoes thorough discussion.*
- E. **Administrators, as spiritual leaders, provide and evaluate religious activities that foster the development and maintenance of a positive spiritual climate.....1 2 3 (4)**
- *The principal is an active member of the Spiritual Life Committee of the school and listens to the student leaders who voice opinions regarding activities that could improve the spiritual climate at Andrews Academy. An exit survey given to students for 2008 referenced the spiritual atmosphere as a very positive factor during the school year. The principal aids in the support of the work of the staff and students in this process. New things that have helped in making this a reality have been a prayer room open on a daily basis, a two minute prayer time each afternoon during the last three months of school and a baptism performed on one of the concluding Sabbaths of the school year.*
- F. **The school board develops policies and ensures implementation of sound financial record keeping, including student accounts..... N/A**
- *Again, because of the unique affiliation with Andrews University, all student account information is done at their student finance office. Therefore our board has no involvement with student finances. In the case that general delinquency occurs on a particular account, it is the responsibility of the principal and the student accounts manager (the individual who shares a work load with Ruth Murdoch Elementary School) to renegotiate a workable monthly payment plan.*
- G. **The principal, as instructional leader, makes decisions and facilitates actions that focus on schoolwide curriculum goals and student achievement.....1 2 3 (4)**
- *During the 2008 school year, the principal served as secretary of the Academic Affairs committee, observed teachers on the job for the major portion of a full day of classes and then sat with each teacher in a formal evaluation/interview meeting to discuss future educational and curricular goals.*
- H. **The principal, in cooperation with the staff, creates a safe, nurturing school environment that supports student learning.....1 2 3 (4)**
- *The faculty have attempted to model this environment after the family unit. When a crisis arises, each member of the faculty or staff is ready and willing to aid and support the hurting student just as would happen in any family setting. As students feel safe, they in turn feel good about themselves and are more productive in a number of areas including learning.*

- I. **The principal promotes an environment that fosters an appreciation for diversity and multiculturalism.....1 2 3 (4)**
- *The Spanish instructor, German instructor, and Chaplain supported by the principal work at fostering an appreciation for diversity through the International Appreciation Week, the student exchange program with Bogenhoffen, the Black history week and the 2009 European tour. Because of the large representation of countries within our student enrollment, it is natural for students to discuss cultural differences and learn first hand about how other cultures relate to a variety of issues.*
- J. **Administrators cooperate with the local conference office of education to implement a plan of classroom supervision and evaluation of instructional personnel that fosters professional growth.....1 2 3 (4)**
- *The principal does all of the classroom observation, supervision and formal evaluation with some suggestions from the Michigan Conference Office of Education. The university requests that all employees undergo evaluation by their immediate supervisors prior to contracts for the new school year.*
- K. **The principal encourages and supports the use of innovative instructional strategies that enhance student learning.....1 2 3 (4)**
- *Teachers are free to deliver instruction in the manner that they are the most comfortable with. The bottom line is that the student learn the curriculum. Some students will learn it one way from one teacher and others will learn it entirely differently from another instructor. As teachers go to conventions, workshops and listen to their fellow colleagues they will often find innovative techniques that are useful in the classroom. Anything that works, they are encouraged to use.*
- L. **The principal promotes a variety of partnerships among the school, home church, business, and community.....1 2 3 (4)**
- *The academy faculty and staff under the direction of the principal cooperates with the parents and community in the education of its students. The organization known as the PPI (Parents Positively Involved) helps out in many of the co-curricular activities of the students, takes the lead in recognizing the teachers for their unselfish service and serves as a sounding board for many of the new techniques used on campus. Another partner is the academy alumni department which has developed the Leaders on Leadership program. This program is responsible for attracting well known speakers to the campus whose inspiration, knowledge, and wisdom aid in the learning process. Other activities, organizations and events that fall in this partnership category include Recreation for the 7th and 8th grade four times yearly; a Community Service Day; the Blood Drive; the AA Weekly; the AA Today; the periodic e-mails to parents and students; student opportunities for leadership in PMC services; and contribution of music to local Southwestern Michigan congregations.*

- M. **The principal cooperates with the local conference office of education in employing qualified personnel.....1 2 3 (4)**
- *The personnel committee is one of the standing committees of the Academy Operating Board. The membership of that group is made up of board members, Michigan Conference personnel and academy faculty. The chair of that committee currently is the superintendent of education for the Michigan Conference. Because Andrews Academy is a senior academy owned and operated by Andrews University, yet in the Michigan Conference, it is vital that the academy follow the guidelines of both Andrews University and the Michigan Conference.*
- N. **The principal maintains a record-keeping system to ensure the security of all school, student, and school board information.....1 2 3 (4)**
- *All hard copy student transcripts, committee minutes, school board meetings, etc. are bound and kept in the local school safe. When the safe needs additional room, much of the material is sent over to be archived at the James White Library on the Andrews University campus. Since 1990 nearly all of the information has been backed up electronically.*
- O. **The principal cooperates with the local conference office of education to ensure that non-instructional personnel are qualified, oriented with written job descriptions, and aware of their influence on students.....1 2 3 (4)**
- *When staff are needed on the campus, a small group of current faculty and staff are invited to interview prospective candidates. During the interview process careful attention is given to concepts regarding their work ethic, their Christian influence, character development and their value system. Andrews Academy faculty and staff believe that if the individual chosen has positive elements of character, those same elements will be passed on to the academy students served. Positions are posted through the HR department of the university and include written job descriptions. Because the academy is owned and operated by Andrews University, all part time and full time staff employed on the campus are under the direct guidelines, payroll and benefits of the university. The only staff working on the academy campus that are not employed by the academy are those personnel from the university who serve the daily hot lunch catered to the academy commons on a daily basis, plant service, transportation, and public safety.*
- P. **The principal ensures that student supervision is provided during school hours and at school functions.....1 2 3 (4)**
- *Whether in the classroom or outside of the building in a formal class setting, the administration of the academy makes certain that every designated class setting have either a teacher or a teacher substitute. Classes are never cancelled unless they organize outside of the regular school hours of 8:00 am until 3:15 pm. When teachers are away for some personal reason, school trip, or convention, then a qualified substitute is employed to supervise the students. The academy has a duty roster booklet that identifies the responsibilities of the teacher for all school functions. If the teacher for some reason*

can not attend, then the teacher is responsible to fill the vacancy.

Q. The principal cooperates with the local conference office of education to ensure compliance with denominational policies and governmental regulations regarding health and safety requirements and employment practices.....1 2 3 (4)

- *Because of our unique situation, we are more closely aligned with the requirements of the university than with the Michigan Conference of Education regarding issues of health and safety and employment practices. We do have a standing Health and Safety Committee which is responsible to the academy faculty. In this committee issues regarding the environmental safety of the academy family are deliberated. Many of the health issues, as dictated by diet, are directed by the university. Other health issues are dealt with under the direction of the academy administration in cooperation with the nearby university medical clinic. The academy conducts fire, tornado, and lockdown drills as required by the State of Michigan.*

Overall rating for this standard.....1 2 3 (4)

School Standards – Administration

2002 Recommendations:

1. **That the board and administration establish a funding formula to ensure equitable financial involvement of all area churches.**
 - *The formula which has been used for the past 15 years or more has been \$15/member each year. Some of the area churches have supported that very well. However that has raised only about one-half of the money that should be raised if all had participated. Because of inflation, it is necessary to take a new look at the formula and see if that needs to be increased or changed. However, of even more importance is to make sure that all area churches are on-board in funding their local academy.*
2. **That the board and administration develop and implement a consistent formal teacher evaluation program in accordance with Lake Union policy.**
 - *Because Andrews Academy is owned and operated by Andrews University, the administration is responsible to Andrews University for the professional evaluation of its faculty. Presently the academy administrator spends the major portion of a day in classroom observation of each teacher. Then a university approved evaluation instrument is used for the formal evaluation on a yearly basis.*
3. **That the administration ensure that all personnel obtain and maintain appropriate certification.**
 - *The administration in collaboration with the Lake Union Conference is able to ensure that all faculty have and maintain appropriate certification. That issue also surfaces during the formal evaluation process as mentioned in the previous recommendation. All faculty (other than the religion faculty) are to have and maintain both denominational and state certification. The religion faculty are responsible only for denominational certification.*

PROGRESS REPORT FOR SCHOOL--WIDE IMPROVEMENT

ADMINISTRATION ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Administration 1	<i>Establish a funding formula for all area SDA Churches</i>	<i>Evaluate and determine if the \$15/person/year that is currently used is adequate.</i> <i>On schedule with original action plan timeline: ONo</i>	<i>Unknown</i>	<i>Willingness on the part of churches to participate.</i>	<i>Work on this has not yet begun.</i>
Administration 2	<i>Develop a consistent formal evaluation process</i>	<i>Obtain all possible tools that could be used for evaluation. After careful thought choose the one best suited to this school.</i> <i>On schedule with original action plan timeline: OYes</i>	<i>It seems workable</i>	<i>None</i>	<i>The plan began once again in the fall of 2007.</i>
Administration 3	<i>Make certain that proper certification is maintained appropriately.</i>	<i>Work carefully with the Lake Union Conference and Andrews University School of Education.</i> <i>On schedule with original action plan timeline: OYes</i>	<i>It seems workable</i>	<i>None</i>	<i>The plan began once again in the Spring of 2004.</i>

4. Standard for Staff Development

Standard: *Staff-development programs are planned and implemented to enhance the professional development of school personnel, integrating new knowledge, information, and teaching methodologies identified through current research.*

The standard/indicator of implementation is: 1—not met.
2—partially met.
3—met.
4—exceptionally met

Indicators of Implementation:

A. **School personnel participate in an ongoing program of professional development.....1 2 (3) 4**

- *The academy faculty have opportunity to attend conferences on a regular basis. During the summer, some will attend workshops and seminars and others will be in the classroom upgrading their certification and working toward advanced degrees. Many faculty are supervising instructors and have student teachers assigned to them by the Andrews University School of Education from time to time. The administration of the academy ensures that there are not too many student teachers on campus during any one semester.*

B. **School personnel have access to & use current professional materials & resources.....1 2 3(4)**

- *Because of the unique setting of Andrews Academy near a university campus, the school is blessed with significant opportunities for resources. Those can come in the form of educational presentations, books, textbooks, magazine articles, and the availability of resources through the James White Library service. At times academy faculty have been commissioned to collaborate research and publish materials in professional journals.*

C. **School personnel hold memberships in professional organizations.....1 (2) 3 4**

- *There are yet some faculty who do not hold membership in a local, state or national organization. Continued effort is exerted in this area.*

Overall rating for this standard.....1 2 (3) 4

School Standards – Staff Development

2002 Recommendations:

1. **That the administration consider developing a regular review of faculty involvement in professional development activities to ensure that all personnel are receiving the benefits of such opportunities.**
 - *This is currently being reviewed through the formal evaluation process that is carried on during the spring of each calendar year. All faculty are given the opportunity to explain in what manner they have been involved in professional development and what their goals are for the following calendar year.*
 - *There are a number of on-line resources available now that were not available at the time of the last evaluation. These will factor into professional development.*
2. **That the administration implement a program of school coordinated professional development activities that reflects the identified needs of the program from student assessment and surveys, as well as the felt needs and personal interests of staff.**
 - *At this time, no coordinated program of professional development has been initiated. Some time ago, there was an organization that provided this service through outside funding. Now, because that funding is no longer available, there is no such program.*
3. **That the administration continue to provide resource materials to update the professional library.**
 - *The administration in coordination with the director of the Instructional Media Center (IMC) are always looking for appropriate resources to place in the professional library. Funding is a major factor in why more things are now not available. If and when that occurs, weeding of the materials presently there will occur.*

PROGRESS REPORT FOR SCHOOL--WIDE IMPROVEMENT

STAFF DEVELOPMENT ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Staff Development 1	Promote individual professional development on a routine basis.	Determine the needs at the time of the formal evaluation in the Spring and make them as goals for the following calendar year. On schedule with original action plan timeline: OYes	This technique has been well received among the staff and faculty.	There is no barrier except time.	This was implemented anew in the Winter of 2008.
Staff Development 2	Develop a broad approach to a coordinated professional development for the staff and faculty.	Discuss the possibilities and goals of this in faculty post-session meetings to determine the direction that most would prefer. On schedule with original action plan timeline: ONo	Unknown	None	This has not been implemented to date.
Staff Development 3	Renew the available resources in the professional library.	Gather ideas from the IMC Committee. Obtain information from the faculty in pre-session and post-session. Work with the director of the IMC in implementation. On schedule with original action plan timeline: OYes	The faculty would be pleased with any new materials	None	To date, this has been only partially completed.

5. Standard for Curriculum and Instruction

Standard: *The curriculum is the core of the school program and reflects the goals and needs of students, providing for their spiritual, social, physical, mental and emotional development*

The standard/indicator of implementation is: 1 – not met
2 – partially met
3 – met
4 – exceptionally met

Indicators of Implementation:

- A. **The schoolwide curriculum goals reflect the stated mission and philosophy of the school and are aligned with NAD curriculum goals1 2 3 (4)**
- The school administration and faculty review our curriculum on a routine basis. We are well aware of how it aligns with our mission, philosophy, the curricular goals of the NAD.*
- B. **The belief that the Bible is the revelation of God and the foundation of all Adventist beliefs1 2 3 (4)**
- The Bible as interpreted by Adventist belief forms the core of the Andrews Academy program. Often as visitors come to see our program, they are fascinated by our program and how it fits so nicely with the design of our facility. It is because of this strong belief in our spiritual program that we often do not participate in things offered to us through outside sources.*
- C. **The instructional program reflects a thorough infusion of spiritual values and Adventist beliefs.....1 2 3 (4)**
- Andrews Academy works diligently at the integration of faith and learning. As far as possible, we are in the business of promoting the belief of the Bible as interpreted by SDA beliefs in all of the curriculum delivered on a daily basis.*
- D. **The instructional program provides a variety of learning experiences to meet individual abilities, backgrounds, needs, interests, and learning styles.....1 2 3 (4)**
- The academy offers a selective curriculum so that students are able to participate in the type of learning that will best fit their needs. We invite them to strengthen their weaknesses and to take a wide variety of electives since this is the last formal educational opportunity they have to “experiment” with things that may not be their strongest area of expertise. In general students are very supportive of the opportunity to meet their graduation requirements through a carefully controlled selective curriculum approach.*

- E. **The instructional program is evaluated and updated regularly**.....1 2 3 (4)
- *Course outlines are generated at the beginning of each semester for the material being offered at the time. Any important and significant changes in the instruction or the curriculum is identified on the course outline handed to the student.*
- F. **Academic progress and assessment results are communicated to students and parents on a regular basis**.....1 2 (3) 4
- *Almost all of the reporting is done using Gradequick which is uplinked to Edline. Because of the nature of certain disciplines, results are more readily available to parents and students than in other areas of the curriculum. As is true with all students and parents, they want and expect instant feedback in spite of the fact that often their materials arrive late on a consistent basis. As teachers, we are aware that there is room for improvement in reporting academic progress and test results.*
- G. **The student-assessment program uses a variety of strategies in the learning process**1 2 (3) 4
- *Short answer, multiple choice, true false, project-oriented tasks, essays, descriptions, and a variety of other testing and homework techniques are useful in broadening the vistas of the student as they make preparation for future education or employment. It is the feeling of the faculty that writing is so important that it must be developed as the number one skill of all students graduating from Andrews Academy.*
- H. **Student-assessment results and progress are communicated to parents on a regular and timely basis**.....1 2 (3) 4
- *The response to H is the same as to F above.*
- Overall rating for this standard**.....1 2 3 (4)

School Standards – Curriculum and Instruction

2002 Recommendations:

1. **That the administration and staff evaluate the student assessment program to ensure that useful data is being provided to identify growth each year in student learning, to compare results with established benchmarks, and to improve the curriculum.**
 - *During the faculty pre-session each year, time is given to the guidance department to address the results of last years testing and what strengths and weaknesses were noted. The presentation includes data from sister schools and local school and benchmarks from across the nation. At that time, the faculty make preparation for what needs to occur in the curriculum for the new year.*
2. **That the administration and staff continue to develop and incorporate a variety of effective teaching models and learning activities to meet the varying needs, interests, abilities, and backgrounds of students.**
 - *The administration and staff work unceasingly in the process of delivering the material to interested students. During these efforts there are many approaches to methodology and resultant learning by the student. In general, the faculty will not cease their efforts to deliver the curriculum until they are certain the student has obtained the required information. The faculty consistently are looking for avenues to help students on an individual basis.*
3. **That the administration and faculty explore ways to provide common planning time to facilitate collaboration among faculty so as to provide for cross-curricular integrated activities.**
 - *This topic has come up a number of times under a variety of circumstances. Our faculty has found that generally it is better to foster such creative visioning during the moments of the school year while each person is deeply involved in study. The common planning time can be found during meetings as a part of the agenda for that occasion.*
4. **That the board and administration ensure that the fine arts graduation requirement is in harmony with Lake Union policies.**
 - *While we do not have the same specific requirements as are suggested by the Lake Union, we meet the spirit of the requirement. Part of the difference is in the manner that credit is allotted under our system as opposed to the suggested allocation stated by the Lake Union. We ask for a minimum of one semester of fine arts credit which may translate to as much as 0.5 units of credit or as little as 0.1 units of credit. This is a part of the give and take in a selective curriculum. Students are thus exposed to the curriculum in the department and once exposed they have the option of taking additional class work if so desired. Many of our students take more fine arts than are allowed as credit toward the graduation requirements. Over one-half of our students participate in one of the musical organizations offered by the school.*

PROGRESS REPORT FOR SCHOOL--WIDE IMPROVEMENT

CURRICULUM AND INSTRUCTION ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
1	Curriculum & Instruction Prepare for the proper use of the results of the student assessment program	Provide for delivery of the important data during the faculty pre-session on an annual basis. On schedule with original action plan timeline: O Yes	It is a very workable plan.	None	This plan has been used for many, many years.
2	Curriculum & Instruction Identify effective methods of delivery of the curriculum	Deal with the topic during the regular faculty meetings as particular students are targeted as needing help and outside assistance. On schedule with original action plan timeline: O Yes	While there is always room for improvement, most feel that this is a workable plan.	None	This plan has been used for many, many years.
3	Curriculum & Instruction Provide for planning time of cross-curricular activities	Ask the faculty what felt needs exist and provide for the time as required. On schedule with original action plan timeline: O No	There may be a better approach to the way it is now done, but the present faculty feel comfortable with the present plan	Time is a factor.	This present plan has been used for many, many years. The proposed plan has not been studied.
4	Curriculum & Instruction Align the AA Fine Arts requirement with that of the Lake Union	Allow the AA standing Academic Affairs Committee to give study to the two requirements and determine the best possible alignment. On schedule with original action plan timeline: O No	It is unlikely that any sleep will be lost one way or another.	None	This present AA requirement has been in place for many, many years

6. Standard for the Media Center

Standard: *The media center provides resources that support and enrich the educational program.*

The standard/indicator of implementation :	1—not met. 2—partially met. 3—met. 4-exceptionally met
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Indicators of Implementation:

- A. **The media center has a balanced collection of appropriate library materials, including denominational publications, in both print and electronic forms...** 1 2 3 (4)
- *The media center has an adequate collection of both print and non-print materials useful for completing homework assignments and for personal enjoyment. Efforts are being made to update the electronic media with DVD's. The media budget needs to be increased.*
- B. **Personnel provide orientation in locating and evaluating information sources that support student learning.....**1 2 (3) 4
- *The media person provides help as requested but is not available each period as the assignment is half-time. Student personnel are not always available each period.*

The media center is being under-utilized as noted by both faculty and students. It was suggested by students that there needs to be better education and orientation so that they are aware of the media center resources and how to utilize them. Current circulation is low. Many of the students opt to use James White Library because of the much larger collection and longer hours. Those who do not have a study hall or who work immediately after school may be unable to utilize the academy media center.

The newer computers in the media center are an asset as all of them have web access which was previously true of only half of them. Students are also allowed to do email on them since the older email computers were deemed too old and removed from service. There still is much non-educational use of the computers. The newer HP laser printer has reduced printer problems as well as reducing the cost of operation. Since students now pay for prints there has been much less waste. There are occasionally problems with student log-ins that prevent them from printing.

Overall rating for this standard.....1 2 (3) 4

School Standards – Media Center

2002 Recommendations:

1. **That the board, administration, and staff develop and implement a security plan to protect the library's large holdings from loss.**
 - *Through the years there have been a number of suggestions that have surfaced regarding the loss of holdings from the library because of its design. As various plans are discussed, the general feeling has been that it is probably better and cheaper to suffer the loss than to implement a security system.*
2. **That the board and administration provide additional computers in the library/media center with internet connection.**
 - *This recommendation has been dealt with as 4 additional computers have been added to the Instructional Media Center (IMC). All computers are on from about 9:20 until the noon hour and then again after lunch until closing at 3:20 pm. Most of the time, students seem to have adequate access to provide for their academic needs.*
3. **That the board and administration explore ways to meet denominational and regional accrediting agency requirements for library/media center staff certification.**
 - *This recommendation is a valid one that offers little help to a geographical area where graduate library studies are limited to non-existent. Not only are we faced with that issue, but one of the best denominational libraries around the world, the James White Library, suffers from the same problem. Because of the dilemma, we have been using personnel that have a technology endorsement so as to meet the spirit of the requirement.*

PROGRESS REPORT FOR SCHOOL--WIDE IMPROVEMENT

MEDIA CENTER ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Media Center 1	<i>Determine an appropriate plan to secure the AA IMC holdings.</i>	<i>Seek council from architects who serve on the AA Operating Board.</i> <i>On schedule with original action plan timeline: ONo</i>	<i>Unknown</i>	<i>Money, time, and drive to accomplish something that seems so illusive.</i>	<i>The plan has not even been fully and completely considered.</i>
Media Center 2	<i>Find a way to add additional desktop computers to the IMC</i>	<i>Take a recommendation to the Technology Committee and purchase the computers.</i> <i>On schedule with original action plan timeline: ONYes</i>	<i>Teachers and students alike are very happy with the additional computers.</i>	<i>None</i>	<i>The plan was implemented in the Fall, 2005.</i>
Media Center 3	<i>Find the needed certification for IMC personnel.</i>	<i>Begin discussions with the James White Library personnel. Seek for opportunities for graduate library science opportunities in the area.</i> <i>On schedule with original action plan timeline: ONo</i>	<i>Unknown</i>	<i>The opportunity for graduate library studies is limited at best.</i>	<i>This recommendation has not been addressed to date.</i>

7. Standard for Student Activities

Standard: *Student activities, as an integral part of the educational program, are designed to meet the needs, personal interests, and goals of students.*

The standard/indicator of implementation is: 1—not met.
2—partially met.
3—met.
4—exceptionally met

Indicators of Implementation:

A. **Student activities are planned and supervised within established policies.....1 2 3 (4)**

- *Programs and procedures are planned and supervised to meet the needs of students in areas such as health, academic assistance, career exploration, and counseling.*

B. **School activities reflect the philosophy and purpose of the school.1 2 (3) 4**

- *In general, the objectives of the activity is structured to reflect the philosophy, purpose and mission of the school. When that is not the case, careful plans are established during the evaluation process to make certain it is not repeated a second time.*

C. **Student activities include witnessing/service opportunities that are integrated throughout the school curriculum.1 2 3 (4)**

- *One service day in the fall is structured each school year for community service.*
- *There is an organization known as the Volunteer Center of Southwestern Michigan that encourages students to do volunteer service on a routine basis. On Commencement Weekend, that organization gives a medallion to each senior for at least 400 hours of volunteer service rendered during the time they were in grades 9-12.*
- *Some classes encourage volunteer service. Other classes may recommend it. NHS requires volunteer service.*
- *At times there are service oriented calls that come in to the school and students are made aware of those opportunities through announcements.*

D. **Student activities are sufficient in number and variety to meet the needs and interests of all students.**1 2 3 (4)

The following is a partial list of activities planned and executed on an annual basis:

<i>NHS Vespers</i>	<i>School Spirit Week</i>
<i>1st Sabbath Dedication Convocation</i>	<i>Career Seminar Day</i>
<i>SA Vespers</i>	<i>International Appreciation Week</i>
<i>School Picnic</i>	<i>Penny Arcade</i>
<i>SA Campout</i>	<i>Cause Week</i>
<i>Community Service Day by class</i>	<i>SOW Safari mission trip</i>
<i>SA Prayer Breakfast</i>	<i>Random Acts of Kindness</i>
<i>Leadership Conference</i>	<i>Advisor Advisee Breakfast</i>
<i>Blood Drive</i>	<i>SA Caroling Vespers</i>
<i>SA Fall Party</i>	<i>Feast of Lights</i>
<i>Junior Senior Banquet</i>	<i>SA Christmas Banquet</i>
<i>Music Clinics</i>	<i>SA Children's Christmas Party</i>
<i>Senior Spirit Week</i>	<i>Bible Camp</i>
<i>Senior Class trip</i>	<i>Sports events such as Senior vs. School basketball</i>

- *Besides the official school calendar items, there are other activities that students can get involved in such as helping with the Senior Citizen Dinner, putting on Sabbath School programs at PMC, thanksgiving harvest baskets, music groups, other mission trips put on by local churches, Andrews University Passion Play, ADRA benefit dinner, Benton Harbor street ministries such as serving in the soup kitchen.*

Overall rating for this standard1 2 3 (4)

School Standards – Student Activities

2002 Recommendations:

1. **That the administration and staff explore creative ways to help students reduce the apparent time conflicts between work, home, and school activities to increase attendance at co-curricular and extra-curricular activities.**
 - *Several committees explored and evaluated the calendar, student course loads, co-curricular and extra-curricular activities. Several modifications grew out of this evaluation: every semester has a moratorium week just prior to test week to allow students to make sure the academics were in line, students are allowed to hold only one leadership position so as not to overload in this area, calendars for various organizations are planned in advance of the school year requiring all major activities and most other activities to be included in the calendar, students are encouraged to choose their personal level of commitment to various activities thoughtfully and carefully, organizations have the opportunity to make verbal announcements to advertise events in assembly programs, and lastly, the committee recognized that, as with all of us, students will “find time for what you want to find time for”. The AAWeekly describes upcoming events, and daily announcements are e-mailed home so parents and students have more information to make informed decisions of what to attend.*
2. **That the administration and staff give consideration to the development of a variety of multi-cultural programs to reflect the ethnic and cultural diversity on campus.**
 - *The privilege of a culturally diverse campus gives a unique opportunity which has led to several weeks to emphasize the variety of ethnic groups: International Appreciation week leads out in different languages and cultural artifacts in worship, one day during lunch students can sample various cultural foods, Peace week had as its focus the various places around the world that we need to seek for peace, the National Honor Society leads out in Cause week highlighting various needs such as hunger, poverty, disease and oppression in different parts of the world, Black History week in February seeks to educate all students regarding the unique role that African Americans have played in the history of our country, Educational tours and mission trips give students the opportunity to experience first hand different cultures, once a month students are taught a praise song or hymn by either the Spanish or German classes. Lastly, students also seek ways to celebrate unity in diversity: at the Lake Union leadership camp, for example, the whole group of leaders from Andrews Academy sang a special music in Korean with the African American element of movement added!*
3. **That the administration and staff create new opportunities for student to student interaction with other schools.**
 - *There are several ways students have this opportunity: through prayer conferences, music clinics, intentional prayer for other schools, Penny Arcade, Leadership camp, GYC participation.*

PROGRESS REPORT FOR SCHOOL--WIDE IMPROVEMENT

STUDENT ACTIVITIES ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Student Activities 1	<i>Communicate with teachers, students, parents, employers on a consistent basis. Make a schedule and hold to the schedule</i>	<i>Use the AAWeekly and E-mail as the lines of communication.</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>Constituents are pleased with the trends that they see.</i>	<i>It is very time consuming</i>	<i>It was implemented in the fall, 2007</i>
Student Activities 2	<i>Utilize our strengths to enhance our school program through careful planning of multi-cultural programming</i>	<i>Use the faculty pre-session and post-session experiences to carefully plan for multi-cultural programming in our calendar.</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>It is good, but can always be improved.</i>	<i>There is never enough time to accomplish all that might be accomplished.</i>	<i>It was implemented in the Spring of 2002.</i>
Student Activities 3	<i>Determine a variety of avenues that Andrews Academy students can interact with students from other schools</i>	<i>The Socrates Program was begun to help students in other schools achieve at a higher academic level.</i> <i>On schedule with original action plan timeline: O No</i>	<i>Very few students complain that there is nothing to do! They are not bored—they have plenty on their plate</i>	<i>Insufficient time in the school year to accomplish very much school to school interaction.</i>	<i>This recommendation has only been briefly addressed.</i>

8. Standard for Student Services

Standard: *Student support services meet the needs of students.*

The standard/indicator of implementation is: 1—not met.
2—partially met.
3—met.
4—exceptionally met

Indicators of implementation:

A. **Programs and procedures meet the needs of students in areas such as health, academic assistance, career exploration, and counseling.1 2 3 (4)**

- *AA students who have health issues arise during the school day have ready access to the University Medical Specialties as evaluated by office staff and parents.*
- *Academic assistance is readily available through the guidance services to which all students have access. Also, all students are assigned to an advisor who also serves to supplement the academic assistance provided by the counselor. Often, the academic assistance leads to further areas of counseling which, again, is available to all.*
- *Career exploration is encouraged through a career seminar day, through various career tests such the DAT for sophomores and the Strong Interest Inventory for juniors which are then used by the counselor as a spring board for individual career exploration. Additionally, careers are explored in Life Choices Bible class.*

B. **Food service, when provided, meets the nutritional requirements of students..... 1 2 3 (4)**

- *Food service is done through the Andrews University Food Service department.*

C. **Administrative records include mandated information about student immunizations and physical examinations and are kept in a locked file.1 2 3 (4)**

- *Administrative records are kept in the safe as mandated.*

D. **Procedures are in place to respond to illnesses, injuries, and other emergencies.....1 2 3 (4)**

- *Procedures are in place to respond to illness, injuries, and other emergencies. Over the past few years, the Academy has practiced several lock-down drills to simulate different external and internal emergencies. These have highlighted areas that are continually being assessed, refined, and developed.*

E. **Vehicles used to transport students are in compliance with governmental regulations and denominational policies.1 2 3 (4)**

- *Vehicles used to transport students: this is done through the Andrews University Transportation department which maintains compliance with regulations and policies.*

Overall rating for this standard1 2 3 (4)

School Standards – Student Services

2002 Recommendations:

1. **That the board, administration and staff seek ways to provide updated computers with reliable internet access for staff and student use in fulfilling the guidance function.**
 - *This has been addressed and many students access various guidance material such as test preparation and registration (for ACT, for example) on line.*
2. **That the university, board, and administration review and revise as necessary the Action Plan to provide improved food service.**
 - *The University food service has increased the salad bar selections which can be purchased a la carte. In addition, students always have a vegan option for any dairy item served.*
3. **That the board and administration regularly review the role and function of the guidance personnel to ensure adequate time to fulfill academic and personal counseling of students.**
 - *While there are some administrative issues which reduce time for personal counseling, this has eased up due to having an assistant to the principal which allows for more administrative issues to be taken care of in the administrative area.*
4. **That the board and administration provide for on-going acquisition of computer software and other resource materials to support the AAPT program.**
 - *More and more on-line resources are available in this area. Additionally, if a student meets certain criteria, it is possible to access books on tape including some textbooks.*

PROGRESS REPORT FOR SCHOOL--WIDE IMPROVEMENT

STUDENT SERVICES ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Student Services 1	<i>Provide reliable internet access to aid in student services.</i>	<i>Work with AU technology services on obtaining the needed access</i> <i>On schedule with original action plan timeline: Yes</i>	<i>In general the users are pleased.</i>	<i>At times because of lack of communication or necessary information, things are not accomplished as quickly as they should be.</i>	<i>Work on this began in the Spring of 2002 and has been On-going.</i>
Student Services 2	<i>Find techniques that will produce the best possible food service for Andrews Academy Students</i>	<i>Work with AU Dining Services on determining how needed improvements might occur.</i> <i>On schedule with original action plan timeline: Yes</i>	<i>No one is 100% pleased with what has happened, but improvements have occurred.</i>	<i>There is never enough help available, nor sufficient space to accomplish everything that might be done.</i>	<i>Work on this began in the summer of 2005 and has be On-going.</i>
Student Services 3	<i>Explore ways to allot more opportunities for academic and counseling services in the guidance department.</i>	<i>Shift necessary work from one section of the administration to another so that the guidance department has additional time.</i> <i>On schedule with original action plan timeline: Yes</i>	<i>Improvements have occurred from time to time.</i>	<i>There is insufficient budget to accomplish all that should be accomplished.</i>	<i>Work on this has begun anew in the fall of 2008.</i>
Student Services 4	<i>Study avenues of new resource materials in support of the AAPT Program</i>	<i>Work with the AA director of the AAPT program to determine what the needs are.</i> <i>On schedule with original action plan timeline: No</i>	<i>Additional efforts must be made in this area.</i>	<i>There probably is limited funding, but we need to do what must be done to enhance this area.</i>	<i>Work on this has not begun.</i>

9. Standard for School Facilities

Standard: *The school plant and site are designed, operated, and maintained to achieve the school's mission and purpose.*

<p>The standard/indicator of implementation :</p> <p>1—not met.</p> <p>2—partially met.</p> <p>3—met.</p> <p>4-exceptionally met</p>
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Indicators of Implementation:

- A. **The school is identified by an appropriate sign and displays the national flag.....1 2 3 (4)**
- The school sign in front identifies the campus well. New campus-wide signage is currently under study by Andrews University. The national and state flags are displayed 24/7.*
- B. **The campus and school buildings are designed to enhance the administrative, instructional, and co-curricular programs..... .1 2 3(4)**
- The original design of the building took into consideration all of the educational objectives at the time. The central facilities were designed to accommodate 500 students even though through the three decades since the construction the enrollment has never exceeded 340 students.*
- C. **The campus building is attractive, neat, clean, and well maintained.....1 2 (3) 4**
- It is the school's practice to properly maintain the facility and its mechanical systems and to replace or repair items as necessary. The custodial/maintenance person spends approximately half time performing this work. Larger projects are cared for by Andrews University plant services or other contractors that they hire. Visitors often comment that the school looks very good considering its age. Despite its good appearance, there are items that are showing their age and need to be repaired or replaced.*
 - The HVAC system is the one area that presents the most concern because there are so many heat pumps that are not functioning at this time. Much time has been expended in discussion and analysis seeking the best way to correct the problems. It was thought that the best solution was to replace the entire system with a more traditional 4-pipe system but this is not necessarily the most cost effective solution nor are there funds to complete such an expensive project. Several rooms have had their units replaced at great expense*

and there are operating problems still with some of them. A decision still needs to be made regarding what will be done.

- *Several rooms need to be completely renovated largely to improve their appearance rather than because they are not functional. All the public bathrooms in the commons, A-wing, and C-wing need to be completely renovated. The gym locker rooms also need to be renovated. Both halls, A-wing and C-wing, need to have the dropped ceiling replaced or repaired as the grids are bent and many of the tiles are broken or water-stained from condensate trays overflowing.*
 - *The roof is not currently a concern as there are no serious problems anywhere with it. The rubber roof is holding up much better than the original built-up roof.*
- D. **Each school building is regularly inspected to ensure that fire, health, and safety regulations are met1 2 (3) 4**
- *The building is regularly inspected by insurance representatives. Fire extinguishers are inspected monthly by an outside firm. Items needing attention as noted by students, staff or others are referred to the custodian or to the appropriate plant services department.*
- Overall rating for this standard.....1 2 (3) 4**

School Standards – School Facilities

2002 Recommendations:

1. **That the university, board and administration develop a feasible plan for solving the apparent increasing problems of an aging heating system.**
 - *Because the facility is now more than 30 years old, there are a number of different issues that are coming to the forefront. The aging heating system (HVAC) is in need of immediate attention. The Andrews Academy Operating Board is discussion regarding a portion of the system that currently needs replacing because it is inoperable. The long range plan is to replace the system unit by unit until all have been brought up to standard. About 11 of the 41 units have already been replaced and others are being replaced as they fail.*
2. **That the university, board and administration assess the adequacy of the school's security system, developing and implementing an approved action plan for upgrading the system as needed.**
 - *Since the last evaluation, there have been cameras placed around the exterior of the facility with a limited number (3) of them also functioning within the building itself. The long range plan will probably include additional cameras within the building to hlep provide for safety during the day. Because of the alarm system, the security of the building is quite good at night when no one is around. Both the camera system and the alarm system are connected to the AU Public Safety Department for continuous 24 hour monitoring.*
3. **That the university, board, administration and staff consider the feasibility of providing additional space to accommodate students and equipment for both instrumental and vocal music programs.**
 - *That idea has surfaced a number of times, but because of lack of financing nothing noticeable has taken place. One idea that has been suggested is to move the outside rehearsal room wall to the end of the concrete patio in order to create some additional space.*
4. **That the board, administration and staff explore ways to provide additional storage space around campus.**
 - *There is considerable area above the false ceiling in wing C, the music area, and sunshine hall that could be utilized if attention were given the concept. Because of limited enrollment, no one as yet has yelled long enough or hard enough for the ideoa to be given any serious attention.*

5. **That the university, board, and administration complete the installation of the dust collection system in the shop and finishing room to improve air quality.**
- *This item has been on the list of things to do since the building was constructed 30 plus years ago. Much of the needed material to complete the project is in storage in the technology department, but time limits the process of completion. Another inhibitor to the finalization of the project is the small number of students utilizing the laboratory at any given time. The laboratory space is used for projects needing the dust collection system only a limited number of hours per year.*

PROGRESS REPORT FOR SCHOOL--WIDE IMPROVEMENT

SCHOOL FACILITIES ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
School Facilities 1	<i>Replace the 30 plus year old HVAC system</i>	<i>Work with AU Plant services on providing the best scenario for replacing the HVAC units piece by piece</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>Every time there is a unit that has been replaced, there is rejoicing!</i>	<i>Money is the major barrier.</i>	<i>The plan has been operational since the Fall, 2004</i>
School Facilities 2	<i>Prepare for additional security on the AA campus</i>	<i>Work with AA Public Safety, and the Integrated Technology department to determine the best approach to our long term needs.</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>In general we have been happy with the camera system on our campus.</i>	<i>Money seems to be a problem here.</i>	<i>The plan was implemented in the Fall, 2006.</i>
School Facilities 3	<i>Provide additional space for music rehearsals and for instruments.</i>	<i>Speak to those who are savvy regarding building design. Speak also to the music director regarding how the space might be more carefully utilized.</i> <i>On schedule with original action plan timeline: O No</i>	<i>Unknown</i>	<i>Money undoubtedly represents the greatest barrier to the fulfillment of this objective.</i>	<i>No plan has as yet been implemented.</i>
School Facilities 4	<i>Provide for additional storage space in the building.</i>	<i>Talk to architects and building contractors regarding cost of making such storage available.</i> <i>On schedule with original action plan timeline: O No</i>	<i>Unknown</i>	<i>The lack of urgency has not made this a top priority item.</i>	<i>No plan has as yet been implemented.</i>
School Facilities 5	<i>Completion of the dust collection system.</i>	<i>Talk to the Technology teacher regarding the value of completion after 30 years of it being non-operational.</i> <i>On schedule with original action plan timeline: O No</i>	<i>In the unlikely event that it would be finished, every one would be ecstatic</i>	<i>Time and Energy</i>	<i>This plan has not been completed.</i>

10. Standard for Information Technology

Standard: *The integration of information technology enhances work efficiency and learning enrichment throughout the school program.*

The standard/indicator of implementation :	1—not met. 2—partially met. 3—met. 4—exceptionally met
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Indicators of Implementation:

- A. **Adequate technology is available to support and enhance student learning**.....1 2 (3) 4
- *In general there is adequate technology available to support instruction and to enhance student learning. However, there is a continuing problem with technical support. Often we must wait for long periods of time before problems are fixed. Tech support is provided by Andrews University and usually they are under-staffed. This has been communicated to them on several occasions.*
 - *Budgeting is always a concern as there are never adequate funds to replace technology as often as originally envisioned. Computers were to be replaced every three years but this has usually stretched to four or five. They are currently overdue for replacement. Teachers always receive the computers just removed from the computer lab and as these age they sometimes do not meet needs. Those removed from teacher's offices are then available for general use in classrooms.*
- B. **Technology is integrated throughout the instructional program to support and enhance student learning**.....1 2 (3) 4
- *All classrooms are equipped to view videotapes and DVDs. Most are now able to project computer images as well with LCD or DLP projectors. A few more projectors need to be purchased. The next step in this project is to have all of the projectors ceiling-mounted for greater ease of use.*
 - *All teachers now do grades electronically using Hunter Systems GradeQuick and Edline for online access. This replaces the multiple programs formerly used.*
- C. **Technology is provided to staff and students with appropriate orientation for office, class, and personal applications**.....1 2 (3) 4
- *There is a continuing need for group faculty orientation and education in the use of technology. Much individual orientation is given as need arises.*
 - *Student orientation is generally provided in the specific course where the technology is*

being used such as graphic arts, photography, CAD, and yearbook. In some instances it is assumed that the student knows how to use appropriate technology to complete course assignments when this may not be the case. Students are not required to take keyboarding, desktop publishing or computer applications.

Overall rating for this standard.....1 2 (3) 4

School Standards – Information Technology

2002 Recommendations:

1. **That the board, administration and staff explore ways to increase student and staff accessibility to computers.**
 - *Computer stations have been added to the IMC (Instructional Media Center). New computers were placed in the computer lab during March, 2004 and have recently been replaced. The computers that were in the computer lab are being made available to teachers for their use in the teacher offices and classrooms. Everyone who wants access to a computer has that opportunity.*
2. **That the administration seek ways to provide adequate time and training for instructional personnel desiring to incorporate new software and equipment into their programs.**
 - *This is a sorely needed part of our professional development that has had limited exposure. Mr. Richard Wright has taken a portion of faculty pre-session to acquaint us with the Gradequick and Edline software. However there is additional training needed by the faculty and all would benefit from such training.*

PROGRESS REPORT FOR SCHOOL--WIDE IMPROVEMENT

INFORMATION TECHNOLOGY ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Information Technology 1	<i>Increase student and staff accessibility to computers</i>	<i>Request additional computer stations from the technology committee. Ask the IMC director in collaboration with the ITS technician to place them in a proper location in the library area.</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>The new computer stations were well received.</i>	<i>None</i>	<i>Implemented in the Summer, 2004.</i>
Information Technology 2	<i>Personal technology training on new software & equipment.</i>	<i>Attempt to find volunteer personnel who could assist in this endeavor.</i> <i>On schedule with original action plan timeline: O No</i>	<i>If this were ever undertaken, it would be well received.</i>	<i>Money</i>	<i>This issue has never been addressed seriously.</i>

Subject - area

ART

A. Introductory Statement

Art is a universal language of emotions, experiences, and ideas that knows no boundary of time, culture, or geography. Art is offered to help students develop an appreciation for aesthetic beauty, diversity, and creative expression. It gives students an opportunity to develop and express their own creative/artistic abilities.

“The Author of all beauty, Himself a lover of the beautiful, God provided to gratify in His children the love of beauty”—Ellen G. White, *Education*, p.41.

B. Instructional Goals

The art program will assist the students to:

1. Recognize their unique artistic talents and create a desire to use them to serve and glorify the Creator God.
2. Develop an aesthetic and conceptual understanding of God’s creation and human expression.
3. Value art as a means of self-expressive communication with God and others.
4. Develop observational/perceptual skills and heighten sensory awareness.
5. Develop the ability to make aesthetic judgments by critiquing works of art.
6. Encourage a sense of self-worth in a creative environment.
7. Develop confidence in their artistic skills and abilities.
8. Acquire an appreciation of diversity in the culture arts of the world.
9. Exhibits a fundamental knowledge of art history and aesthetics.
10. Understand and exhibit safe practices in art production.
11. Experience the use of technology in creative expression.
12. Acquire a knowledge of career opportunities in art.

C. Instructional Assessment

1. **How is the NAD curriculum guide used to develop the course objectives and course outline?**
 - *The NAD Guide is used in combination with the National Art Education Guide to develop curriculum goals and course planning for attaining standard art education objectives.*
2. **What methods are used to determine how well the instructional goals are achieved?**
 - *Students are assessed through quizzes and tests on practical material. During weekly critique time, students analyze their own work and others works in progress. Students demonstrate skills and an understanding of the elements of art and principles of design by successfully completing projects.*
3. **How do the subject-area goals relate to the schoolwide goals for student learning?**
 - *All of the stated goals in art fit well into the school-wide goals. Students develop an understanding of other people and cultures through art. This is especially possible in the sections labeled Aesthetic Appreciation, Communication Skills and Acceptance of God and His Word.*
4. **How are spiritual values infused into the art program?**
 - *Spiritual values are infused into the art program in the following ways:*
 - *through devotional readings in the art classroom*
 - *through prayer at the beginning each day*
 - *This time together, develops confidence and self-respect in students as they gain skills and see their God-given talents throughout each area and media.*
5. **What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?**
 - *Various methods are used where students will learn and work at their best. Some of these include:*
 - *Playing music during lab classes –musical skills*
 - *Journaling –Students research on the area of study and gain a better understanding of their world –verbal/linguistic and intrapersonal skills*
 - *Critiquing each others work and helping students to learn from each other as well as working cooperatively on projects –interpersonal skills*
 - *The act of creating –improves spatial, kinesthetic and visual skills.*
 - *Encouraging and motivating students to use all their senses as they appreciate the world around them and recreate its beauty.*

6. **What community resources (human and material) are used to enhance the art program?**
 - *Students at Andrews Academy have the opportunity to visit local museums, art galleries in St. Joseph and South Bend, Indiana, and give back to the community on community service days. Guest artists come in throughout the semester to share their God-given talents with us.*
7. **How do teachers work together in planning learning activities, both within this instructional area and in other areas?**
 - *Because there is one Art teacher at Andrews Academy, there is limited time to collaborate with other departments or teachers. However, the Art department and Modern language classes have planned what is known as the International Appreciation Week following the third week in October. Students were involved in art performances, displays and prepared ethnic foods for the faculty, staff and students.*
 - *The Art and Modern Language departments are planning an art history and architecture tour for the summer of 2009. Teachers who come on the European Tour are not just present to supervise; they are involved in the planning.*
8. **How do the content, concepts, and skills presented in the instruction of art create an awareness of available career opportunities?**
 - *The Art teacher explains, through class discussion and textbook research career opportunities the student has with skills in Art.*
9. **Describe the elements of the art program that encourage students to develop and express unique creative abilities.**
 - *Students are encouraged to explore and develop their own style. This freedom of choice allows students to use various art techniques, subject matter, and media.*
 - *At times specific guidelines and requirements are given for some art projects. This provides times for students to gain skill and competence in every area as they grow and look onward to the possibilities of their own creativity.*
10. **What opportunities are available for students to display their work in the school and in the community?**
 - *Students' work is displayed in a large display case outside the classroom, several times a year. Opportunities are also available for any student to enter the Berrien County Art/Science Expo, the Martin Luther King Jr. Art Exposition held at Andrews University and the Academy Talent Night Art Show. Students are*

encouraged to participate in these events throughout the year. Prizes and certificates are awarded.

11. What opportunities do students have to become acquainted with selected artists and works of art?

- *Students are encouraged to attend community functions available to them.*
- *Internet projects, artists research activities and field trips to the Art and Design Center at Andrews University and Art Beat in South Bend act as a means to spark student interest in art.*
- *The Alumni department has invited a ceramist, photographer, graphic designer and other career professionals as presenters for student seminars during the Academy Alumni Weekend.*
- *Field trips are limited to one per year for each department.*

12. Describe briefly how instruction in art leads students to value and appreciate God's creation as works of art.

- *Daily worship talks and inspirational readings direct students to see God as the perfect Creator. These talks encourage the students to look at art with new eyes and appreciate the beauty around them. Through Gods amazing power, all things are made new, and it is through this creative process students appreciate the ability of God.*

13. Explain how art students use their artistic ability to benefit the school and community.

- *Andrews Academy students often use their art talents to decorate for school banquets and dinners, community programs and parties.*
- *Bulletin boards, display cases, backdrops for plays and weeks of prayer, yearbook page designs, Feast of Lights cover design, bulletins, Berrien County Art Shows, HPAC Expositions, Talent Night Art Show and art projects for the International Appreciation Week, give many students a chance to display their talents and help their school and community.*
- *During Academy Day, art students teach the eighth graders a simple art project. This experience has made an impact on student learning.*
- *One current Andrew Academy senior works for Hopkins Studio creating and designing their backdrops.*

14. How is technology integrated into the learning process?

- *Study is being given to implementing this recommendation.*

15. What funds have been spent in the last two years to support the art program?

- *In 2006-2007, \$738.31 was expended in student wages and \$733.36 was spent in supplies*
- *In 2007-2008, \$593.03 was expended in student wages and \$495.37 was spent in supplies.*

D. Evaluation

1. List the improvements in this subject area implemented in the past three years.

- *An ever-changing large display case exhibiting students works throughout the year.*
- *With an eye toward creating an interest among the student body in Art and toward heightening cultural awareness among the students enrolled in languages and art, the Art and Modern Language departments have established International Appreciation Week.*
- *Improved methods of instruction that encourages writing across the curriculum.*

2. Identify strengths of this content area. Cite evidence, if available.

- *Selective curriculum*
- *A wide variety of courses are offered in a small academy. (Ceramics, painting, drawing, sculpture, printmaking, yearbook and photography).*
- *The structure of classes and exploration in a variety of media.*

3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

- *Student's interest in the arts is high and has had a positive impact on them and their other academic classes.*
- *Students look forward to participating in the International Appreciation Week. This experience available to them and their continued involvement in the program*

is very effective.

- *Students enjoy coming to yearbook class four days a week.*
- *Students appreciate seeing their works of art displayed in the art display case. This visual exhibit creates an appreciation of art throughout the school. Students and faculty alike share a common interest and value the self-expressive communication and creativity in the work they see displayed.*

E. Recommendations for Improvement

After reviewing your responses to section C-D, list in order of priority improvements recommended for this subject area.

- *More yearly funds to support the art program.*
- *More than one learning opportunity outside the classroom per year.*
- *The percentage of tuition used for yearbook needs and production needs to be adjusted due to rising costs of shipping and a quality yearbook.*
- *The department envisions a yearbook class.*
- *Four computers may be added to the art lab, allowing more students to research and use the Internet.*
- *There is a need for computers in the art department to use for internet research, word processing and simply inspiration.*
- *Students also need access to Paint Shop Pro and Yeartech online to create yearbook layouts.*

Subject Area – Art

2002 Recommendations:

1. **That the faculty continue to seek “best practices” and other effective instructional strategies and interventions to enhance the ability of the instructional program to meet the needs, interests, and abilities of students.**

Various methods are used where students will learn and work at their best. Some of these include:

- o Playing music during lab classes –musical skills*
 - o Journaling Students research on the area of study and gain a better understanding of their world –verbal/linguistic and intrapersonal skills*
 - o Critiquing each others work and helping students to learn from each other as well as working cooperatively on projects –interpersonal skills*
 - o The act of creating –improves spatial, kinesthetic and visual skills.*
 - o Encourage and motivating students to use all their senses as they appreciate the world around them and recreate its beauty.*
- *Students at Andrews Academy have the opportunity to visit local museums, art galleries in St. Joseph and South Bend, Indiana, and give back to the community on community service days. Guest artists come in throughout the semester to share their God-given talents with us.*

2. **That the administration and faculty explore ways to provide common planning time to facilitate collaboration among faculty so as to provide for cross-curricular activities integrating art throughout the curriculum.**

- *Because there is one Art teacher at Andrews Academy, there is limited time to collaborate with other departments or teachers. However, the Art department and Modern language classes have planned what is known as the International Appreciation Week following the third week in October. Students were involved in art performances, displays and prepared ethnic foods for the faculty, staff and students.*
- *The Art and Modern Language departments are planning an art history and architecture tour for the summer of 2009. Teachers who come on the European Tour are not just present to supervise; they are involved in the planning.*

PROGRESS REPORT FOR SUBJECT AREA IMPROVEMENT

ART ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Art 1	Work toward determining the "best practices for instructional delivery	<p>Speak to the teacher about things that could be done to implement "best practices"</p> <p>On schedule with original action plan timeline: <input checked="" type="radio"/> Yes</p>	It has been received very nicely.	None	We have been doing this since the fall of 2005
Art 2	Find time for faculty collaboration	<p>Use Pre-Session and Post Session for common collaboration opportunities.</p> <p>On schedule with original action plan timeline: <input checked="" type="radio"/> Yes</p>	It has been received very nicely.	None	This has been the Andrews Academy approach down through the years.

BUSINESS/COMPUTER EDUCATION

A. Introductory Statement

Training in computer technology and business education is essential to success in many aspects of life in the changing world of the twenty-first century. Principles of Christian Stewardship, service, and decision making are infused into a curriculum of skill development that prepares students for life and successful careers. The “head-heart-hand” characteristics of business and computer education give it potential for inculcating traits, qualities, and truths that affect the learner for life.

B. Instructional Goals

The business/computer education program will assist students to:

1. Understand the application of Christian principles and ethics in business and in the use of computer technology.
2. Acquire an understanding of the importance of Christian stewardship, philanthropy, and personal economy in the management of personal resources.
3. Explore the use of technology in sharing the basic tenets of the Seventh-day Adventist Church.
4. Enhance confidence in decision making, project development, and problem solving using computer technology.
5. Develop initiative, good judgment, and proper work habits in business/computer projects.
6. Acquire competency in the use of basic computer applications/programs.
7. Develop basic keyboarding skills and efficient use of computer peripheral equipment.
8. Understand the role and function of computer technology in various aspects of society.
9. Experience the use of technology in creative projects and commercial productions.
10. Acquire a knowledge of career opportunities in business and fields using computer technology.

C. Instructional Assessment

1. **How is the NAD curriculum guide used to develop the course objectives and course outline?**
 - *The union curriculum guides are used as the basis of course planning and their objectives are incorporated into each course outline and syllabus.*
2. **What methods are used to determine how well the instructional goals are achieved?**
 - *Quizzes, commercial tests, rubrics, portfolios, cumulative projects, and simulations are used.*
3. **How do the subject-area goals relate to the school wide goals for student learning?**
 - *The Business/Computer instructional goals are a practical application to the school wide learning goals.*
4. **How are spiritual values infused into the business/computer education program?**
 - *Values are built into the lesson plans and many come up in what are sometimes called “teachable moments” and teachers strive to model them in their own lives. Reflection indicates that the values related in the “teachable moments” and those modeled/ shared from the teachers’ own experiences have more influence on the students than those taught from theory.*

In Keyboarding a bulletin board is displayed that says “Do your values determine your goals or do your goals determine your values?” The definitions of “goals” and “values” are discussed. Students type out a reaction and explanation of what they think the bulletin board means and how it relates to them. Then they divide into groups of two and each group makes a list of as many values as they can think of. After that they indicate which three values they think are most important. Usually a very interesting discussion follows. Then they each bring a copy of a story illustrating someone who followed one of their own values and the result was positive or a story of someone who did not live up to one of their own values and the result was negative. A couple of the best stories are chosen and they are used as a typing assignment.
5. **What teaching methods are utilized to meet the students’ varying learning styles, needs, abilities, and interests?**

- *All computer classes are lab (one student to one computer) based. There is demonstration, hands on practice and individual projects which all incorporate the theory and also allow students some choice in subject material and opportunity to express their creativity within certain standards. Other classes include case studies, role playing, projects, cooperative learning, simulations (both manual and computer), field trips, and application activities in addition to lectures. We also do class community service. One student in Keyboarding has a deformed hand due to an accident. His grade is based on what he can do but not on technique.*
6. **What community resources (human and material) are used to enhance the business/ computer education program?**
- *Andrews University Information Technology Services (ITS) department is vital to keeping the computer lab operating by installing machines and software, maintaining equipment and software and helping with problem solutions such as pinpointing those who violate Andrews University Computer Use Policy violation offenders. The technician's advice and knowledge help the AA Equipment and Technology Committee make planning decisions. Andrews University Library adds a great deal to the available resources which students use. The Andrews University School of Business has been very helpful in sharing career information with AA students. In a wider "community", field trips to Chicago Board of Trade and the Federal Reserve Bank have enhanced students' experiences. And of course the world wide web brings the other side of the world into our classroom "community" with fantastic opportunities that make subjects more interesting.*
7. **How do teachers work together in planning learning activities, both within this instructional area and in other areas?**
- *Since the last accreditation visit, one of the English teachers and the Business Education teacher developed what began as an online writing project but became the curriculum for a one quarter writing class. It was refined prior to implementation. The Biology teacher and the Business Education teacher developed an online project for students in Advanced Biology doing reports on bio-ethics subjects (human cloning etc). The Art teacher and the Business Education teacher worked together to create an online project for art students studying impressionism.*
 - *In general classroom teachers work with the Business Education teacher to schedule opportunities to use the computer laboratory.*
8. **Describe how computer education is integrated into the learning process in other aspects of the school curriculum.**

- *Students are encouraged as freshmen to take courses in computer education since by the time they are juniors taking English courses, they will be required to do some serious research involving computer skills.*
 - *History students are consistently engaged with writing term papers or other on-line research.*
 - *While the sciences at this stage of education may not demand significant projects resulting in term papers, there are occasions that require some on-line research.*
 - *Currently there is a course in Basic Programming that is offered through the Business Education Department.*
9. **How do the content, concepts, and skills presented in the instruction of Business/Computer Department create an awareness of available career opportunities?**
- *Career options are discussed in different classes. In some classes students do projects in which they determine skills & education and experience required for specific positions in their field of interest. They learn where to locate information about what the job outlook is and what the requirements are. Alumni presenters give a career seminar and students choose to go to the section that interests them where they can learn first-hand what that person's experience is.*
10. **What business courses are offered to secondary students, and how is the computer used to support the instructional program in those courses?**
- *Desktop Publishing, Basic Business: Personal Finance; and Basic Business: Marketing. It would not be possible to offer the Desktop Publishing without computer technology. The computer is utilized as appropriate in the Basic Business courses.*
11. **What evidence is available to show that the business/computer courses are meeting the needs of students?**
- *Most go on to college and do well in their business and computer classes there. Students have reported that they were able to get a good job in the computer lab at college partly because of what they learned in computer classes here. Some relate that they were able to get good summer or after-school jobs because of the strong typing skill they developed here.*

12. **What procedures are in place to ensure that business/computer education equipment is updated on a regular basis?**

- *The AA policy is to replace all the computers in the lab on a three year cycle. Software is continually re-evaluated and updated. The School's technology committee meets regularly to evaluate equipment use, to review the age of the computer hardware and make recommendations to the administration for replacement.*

13. **What funds have been spent annually in the last two years in the business/computer program.**

- *The supplies budget for the Business Education Department is \$500 annually. In general, that budget is spent on supplies and software each year. In addition to the budget, servicing of the computers is done by the personnel from the Informational Technology Services Department on the Andrews University Campus. Their fees are at the rate of \$40 per hour and they generally spend 10-15 hours per month here at our request or in maintenance of equipment.*

D. **Evaluation**

1. **List the improvements in this subject area implemented during the past three years.**

- *The keyboarding class has changed significantly due to many freshmen who have previously had some keyboarding experience in elementary school. This year those who came with A-B level skills went directly into Computer skills II section which is Desktop Publishing. The Computer Skills I: keyboarding has become a remedial class.*
- *In the recent past, a new screen, a ceiling projector, a teacher's computer and station in the computer lab has been added. Some software has been upgraded to new versions and other types of software were added, such a graphics editing and animation. A scanner and a color printer were added to the lab.*
- *In 2004 all new computers replaced the various models in the computer lab.*
- *Andrews Academy utilizes the Andrews University Information Technology Services (ITS) on an "as needed basis".*
- *New adjustable chairs were added to the laboratory replacing the obsolete chairs that had been there for 30+ years.*

2. **Identify strengths of this content area. Cite evidence, if available.**

- *We have good technical support. Sometime ago when there was a violation of the AA Computer Use Policy and the AU Computer Use Policy, help was called in from ITS. The ITS technician was immediately notified and in a very short time that morning it was known who was involved and to what extent and the administration was addressing the issue with those involved.*
- *The classes help students develop skills and gain knowledge that all students can use now, in college, in their career and in life. They use and will continue to use these skills for other classes, part time jobs, in most careers, in daily life for research, communication, purchasing, decision making and many other activities.*

3. **Describe how the improvements and strengths noted in 1 and 2 have had an impact on student learning.**

- *Desktop Publishing students are able to go ahead and learn new things with enthusiasm. When they were mixed in with beginners in keyboarding they had a tendency to feel bored even though they were given more advanced assignments.*
- *With the demonstration capability in the lab, students catch on to how to use programs much more quickly and with less frustration. There is much less lost time, and far less teacher stress, with the strong technical support and with computers that are all the same model.*

E. **Recommendations for Improvement**

After reviewing your responses to sections C – D, list in order of priority improvements recommended for this subject area.

- *There needs to be continuing coordination in the curriculum between the three entities in the K-16 collaboration and their feeder schools at the lower levels.*
- *Serious study needs to be given to adding new application classes to the curriculum.*
- *Re-implement assessment of keyboarding skills prior to enrollment to determine if pre-requisites are met.*

Subject Area – Business/Computer Education

2002 Recommendations:

1. **That the administration and faculty study the feasibility of utilizing specific course names, content, and assessment tools that would provide for certificates of completion, thus benefitting students in finding employment opportunities.**
 - *Serious study is being given to awarding students for their completion of outstanding projects in Desktop Publishing. Certificates are given for various rates of keyboarding skills.*
2. **That the board, administration, and faculty provide appropriate adjustable chairs for computer lab work stations.**
 - *Nice appropriate adjustable chairs have been provided for laboratory use beginning in 2004-2005.*

PROGRESS REPORT FOR SUBJECT AREA IMPROVEMENT

BUSINESS/COMPUTER EDUCATION ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Business & Computer Education 1	<i>Give awards for outstanding work in business ed</i>	<i>Tell the new teacher what the practice has been and look for the needed change.</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>Students will be excited to get the award deserved.</i>	<i>None</i>	<i>To be implemented in the spring of 2008-2009</i>
Business & Computer Education 2	<i>Get new chairs in the Computer Laboratory</i>	<i>Find the best chair on the market. Obtain the chair.</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>The new chairs are appreciated by all</i>	<i>Money</i>	<i>Was implemented in the summer of 2006</i>

ENGLISH

A. Introductory Statement

The study of English is basic to the educational program because it requires that students practice critical thinking and effective communication. Seventh-day Adventist education further recognizes that these skills are essential for sharing the good news of salvation with others. A foundational presupposition of the English program at Andrews Academy is the idea that words carry meaning and that whatever meaning they carry can affect listeners or readers positively or negatively. This assumption validates time spent in studying the power and meaning of words in the context of secular literature and certainly in the study of the Word.

B. Instructional Goals

The English program will assist students to:

1. Develop a lifelong love for reading literature, enhancing their understanding of God, others, and themselves.
2. Become discerning/discriminating readers, identifying quality literature in harmony with Christian principles.
3. Develop perception, sensitivity, and an appreciation for the beauty of language and literature and its significant contribution to the human experience and imagination.
4. Internalize Christian values and recognize that they should characterize all communication.
5. Listen and observe purposefully in acquiring, interpreting, and evaluating information.
6. Communicate ideas clearly, accurately, and effectively in written and spoken language.
7. Write for practical, creative, and aesthetic purposes with clarity and precision.
8. Speak effectively when addressing various audiences, under varying circumstances, and for different purposes.
9. Acquire the language and study skills essential to functioning as a productive citizen in the church and society.

10. Develop analytical-thinking and evaluation skills for selecting media (television, film, videotapes/DVDs, audiotapes, CDs, printed material) suitable for learning and/or personal enjoyment.

C. Instructional Assessment

1. **How is the NAD curriculum guide used to develop the course objectives and course outline?**

- *Collectively, the English curriculum incorporates all of the general goals of the NAD curriculum guide, and incorporates the specific elements in grade- and subject-appropriate courses. The essential learnings and elements inform and shape course outlines and objectives. For example, speech class emphasizes different modes of presentation, the importance of research, body language, preparation, and organization. The course also teaches active listening, including analysis and evaluation skills. Composition courses, such as expository writing and research composition, stress the writing process, clarity, grammar, and critical analysis. In the study of literature students read a thematic unit on war and analyze the issues related to war within the context of Christian values. In the study of Puritan literature students examine and evaluate the doctrines associated with Puritanism and Calvinism.*

2. **What methods are used to determine how well the instructional goals are achieved?**

- *Two forms of assessment are used to determine how well the instructional goals are achieved:*
 - a. *Summative:*
 - *Written compositions about issues generated by the text*
 - *Dramatic enactment of scenes from various texts, including plays*
 - *Memorization and recitation*
 - *Individual oral reports to the class*
 - *Portfolio assignments*
 - b. *Formative:*
 - *Class discussion*
 - *Assigned readings*
 - *Cooperative discussions of an issue from the text*
 - *Individual conferences, including editorial conferences*
 - *Answering study questions which guide the student through the document*
 - *Dramatic readings*

3. **How do the subject-area goals relate to the schoolwide goals for student learning?**

- *Students who take a sequence of English courses at Andrews Academy should be curious about their country, its history, and the direction it is going. They should be able to discuss their observations and concerns in writing and articulate them in speech assignments. Through the study of literature, students have in a safe environment the opportunity to experience vicariously the choices and the consequences of those choices that characters in a story portray. English teachers at Andrews Academy have as their goal that students see the literature, both fiction and nonfiction, they read as relevant to them, their thought and behavior, and view what they read as a way the authors sought to interpret their corner of the world. More importantly, as a Christian Seventh-day Adventist School, English teachers at Andrews Academy teach students to evaluate a literary work as an aesthetic achievement and also by a set of Biblical values most succinctly expressed in the Decalogue. As students read literary works, they learn that choices have moral consequences. Finally, because Andrews Academy has as its theme the idea that the goal of education is to restore in humankind the image of the Creator, it emphasizes the promise of redemption in all readings whether the document in question deals with conflicts between man and man, man and nature, man and himself, or man and God.*

4. **How are spiritual values infused into the English program?**

- *All English instruction derives from three fundamental biblical truths. The first is that students and teachers are homo imago dei. Although sin has muted that image, all humans reflect two essential traits of the divine: the power to think and to do. Humans can observe, reflect, and act upon observation and reflection. Accordingly, teachers in the English department ask students not only to read a given assignment, but to reflect upon what they have read. Such reflection occurs by asking students to explain the meaning of a passage of prose or poetry, to relate ideas about the spiritual journey from the Medieval play Everyman to those expressed in Coleridge's Rime of the Ancient Mariner.*
- *If humans are made in the image of God, they need to be aware of ways in which they are manipulated by powerful organizations that would take advantage of human gullibility to efface whatever remains of the power to think and to do. In expository writing, a course for juniors and seniors, the students examine and offer written analyses of advertising for alcoholic beverages, cigarettes, and perfume. Companies from these three areas spend significant sums in their attempts to entice, manipulate and capture a predominantly young audience. Students write about the hidden syllogisms and implied messages of the advertisers' efforts to attract customers.*
- *If humans are made in the image of God, they must learn to view every person in*

the light of his or her inestimable value to Heaven. In some classes, students write notes of appreciation to teachers, community members, and fellow students. Such an exercise also serves as purposeful writing, requiring students to be succinct, specific, and focused. In speech class students plan a worship talk for morning devotions. The activity requires the student to speak on a spiritual topic before an audience of peers and teachers.

- *A second truth is that the Bible is God’s revelation to humanity. Students study the Bible not only in Bible classes but also in English classes that examine the Bible as literature. Studying the literary features of selected biblical works increases respect for authorial accomplishment because the writer of a given work presented his message in a unique manner. The student learns that the Bible is not a collection of divine transcriptions written by a human scribe but rather a collection of diverse reflections on God’s will for His creatures. The point of the course in Old Testament Classics or New Testament Classics is for the students to understand and analyze the literary artistry of the work.*
- *A third truth is that all human life is lived out under the eye of eternity. That is, what any person chooses to do now affects the kind of a person he or she will be. All ideas and choices have consequences; and nothing happens in a vacuum. As Peter writes, “Seeing that all these things are to be dissolved, what manner of persons ought ye to be in all holy conversation and godliness?” (II Peter 3:11) It follows, then, that regardless of the literary work that teachers in English classes spend some time evaluating the choices of a given character and the consequences of those choices. Such evaluation is not simple moralizing but is required because all ideas and choices have consequences. Hence, a literary document reflects not only an aesthetic component but a moral one as well. For example, Shakespeare’s Macbeth offers an ideal opportunity to reflect on the consequences of choices and the enticing power of evil. A literary work offers a view of life, and teachers attempt to discover that view and to evaluate it with students.*

5. What teaching methods are utilized to meet the students’ varying learning styles, needs, abilities, and interests?

- *Understanding the inherent necessity of “unified diversity” within a Christian educational context, the Andrews Academy English faculty strives not only to meet the various learning needs of the individual student, but to train students themselves to successfully achieve specified, standardized objects regardless of their various strengths or limitations. To engage students in the learning process, teachers utilize a number of strategies including but not limited to cooperative groups, class discussions, writing assignments ranging from study guide responses to full length essays and speeches, audio/visual productions of literary texts, video-taped presentations, guest presenters, internet-based research,*

occasional local field trips, and on-site learning as part of both foreign and domestic study tours.

- *Because of Andrews Academy's widely selective curriculum, students have the opportunity to choose classes that appeal to their individual interests and correspond to their specific academic needs. In any given year, upper division students might choose from a wide selection of literature courses including Children's Literature, American Ethnic Literature, Poetry, and Old Testament/New Testament Classics, and composition courses including Basic News Writing, Art of Autobiography, Literary Composition, and Research Composition to name but a few. Since course offerings vary from year to year, students are in no danger of running out of options. Teachers also benefit from this system as it provides them the opportunity to teach classes based on their specific strengths and areas of interest, enhancing their chances of "connecting" the student and the subject matter.*
- *As part of our continued endeavor to provide students with courses that provide a range of academic rigor, we will be submitting a course outline for an Advanced Placement course audit for the 2008/09 school year. We also continue to maintain a fully licensed Reading Specialist who also assists our growing ESL population as it endeavors to navigate the challenges of meeting academic expectations in the English language.*

6. What community resources (human and material) are used to enhance the English program?

- *Because of its proximity to Andrews University, Andrews Academy enjoys access to a wide range of teaching materials and resources. The Andrews Academy English faculty are able to utilize the James White Library as a valuable source of written texts, media materials, and learning facilities both for their own professional growth, and also as a teaching resource for students. Members of classes such as Speech and American Anthology have taken guided tours of the library facility as a means of learning how to pursue library-based research. Students in the Journalism class participate in tours to local newspaper and radio stations to observe first-hand the intricacies and nuances of news production.*
- *Faculty members from various University departments regularly share presentations in English Classes at Andrews Academy. Members of the English, Communication, Education, Religion, and Speech Pathology departments at AU have all made presentations in various academy English classes. These types of "guest lectures" provide students with the opportunity to examine literary text through a variety of lenses, as well as providing the University with access to prospective college students. During the 2007-2008 school year, three professional writers presided over a two-day school-wide workshop in writing.*

7. **How do teachers work together in planning for the coordination of learning activities, both within this instructional area and in other areas?**

- *English teachers meet in late summer and early spring to review, to plan, and to discuss changes in the English program. Such meetings take place over several days and may last several hours. In addition, English teachers meet at the beginning of every semester to discuss issues, challenges, and instructional issues or ideas. Further meetings are scheduled as needed, and they are always needed. These meetings occur after school, usually on Mondays, Tuesdays, or Thursdays. Teachers in the English department have also attended subject-related workshops together, often collaborating on designing and implementing learning activities drawn from the workshop.*
- *Planning learning activities with other teachers has occurred on a limited basis. Annually the English department collaborates with the history department to teach a semester-long tour class that utilizes an inter-disciplinary approach. The Educational Tour, as it's called, is designed to provide students with a "hands on" experience. Since both the history and English section travel together at the conclusion of the course, both teachers work closely to plan and implement relevant learning activities. Coordinated learning activities have included guest presentations, student research projects and presentations, film viewing, discussion and analysis.*
- *This year the English department worked closely with the other departments to implement a school wide writing workshop, designed to promote effective and lucid writing in all disciplines. The entire student body met with three published and respected authors over a two day period in three 1.5 to 2 hour workshops where they learned elements of short story writing, writing for publication, how to create characters, and how to write vivid, moving prose.*
- *Responding to an increased number of non-native English speakers at Andrews Academy, we have begun designing a suitable curriculum for non-traditional English students that will be implemented during the 2008-2009 school year. We are working closely with our special needs teacher to design a rudimentary English writing course for first-year English Language Learners. The learning activities, objectives, assessment, and evaluation have been (and will be) developed through close collaboration with the special needs teacher.*

8. **How do the content, concepts, and skills presented in the instruction of English create an awareness of available career opportunities?**

- *English instruction is intended to enable individuals to communicate ideas effectively both in written and in oral composition, to develop within them the ability to think critically about issues as part of the formation of values, and to expose them, through the careful selection of texts, to a variety of character types*

and life situations as a means of developing appreciation and compassion for differences in gender, race, social/economic status, and religion. Such skills and character traits are valued in almost any profession.

- *To this end, students of English at Andrews Academy are given opportunities to demonstrate a growing ability to articulate their ideas in both a soundly reasoned and an aesthetically pleasing fashion. Courses such as research composition and speech present students with principles such as the formation of a clear thesis, audience analysis, support of an idea through properly cited research, and the use of both logical and emotional appeals to present a persuasive argument. In courses such as Old Testament Classics students analyze the ways in which Biblical writers utilize the literary forms and structures of their day to create works whose themes, characters, and imagery are as relevant today as when they were written. Students in courses such as American Ethnic Literature encounter works by writers whose ethnicity and cultural background, as well as that of the characters they create, often differs markedly from that of the students. By encountering such characters, students may develop respect for differences while simultaneously making connections based on certain shared experiences.*
- *In addition, through a program known as Leaders on Leadership funded by generous alumni, persons who are leaders in their area of expertise come to Andrews Academy to spend at least one day and sometimes two days speaking in general assemblies, classrooms, and through small group interactions. Within the past two years, a well-known basketball coach, a businessperson and philanthropist, and the manager of a major league basketball team have come to the school. English teachers prepare their students to listen to such presenters and to ask relevant questions. In their classes, teachers discuss ideas presented by the speakers.*
- *The Leaders on Leadership funded a special two-day program on writing. Three professional writers—a well-known contemporary novelist from Germany, a free-lance journalist, and an author who uses Biblical stories as the basis for her novels—presided over a two-day workshop on narrative writing and the writing of short articles. The presentation involved the entire student body. Students attended presentations from two of the three writers and then on the second day worked with one of the writers and created narratives or articles with the resident author encouraging and advising the student writers. Scholarship monies were awarded to three students and two runners-up in each of the three groups. The purpose of the authors' days was to encourage writing by convincing the students that they could create a document worthy of publication.*
- *A third avenue of making students aware of career opportunities occurs through the annual return of alumni who present a series of 40-minute programs throughout the building. Students sign up for two presentations and are encouraged to ask questions of the presenters. A student enrolled at Andrews*

Academy from the freshman year through the senior year will have heard eight presentations. Presentations have come from a variety of career areas: medicine, nursing, physical therapy, international law, construction, chemical research, nursing home administration, law enforcement, EMT technicians, and many others. Teachers remain in the room to introduce the speaker and to observe interest and interaction among the students.

9. What opportunities are provided for students to work cooperatively and share results?

- *The English department uses cooperative learning when it fits the task. For example, students in one course spend the latter part of the semester working on a major research project and presentation. The course explores racial issues and tensions, and students are encouraged to work cooperatively in small groups as they choose a topic related to race relations, gather material, conduct interviews, and organize information for the presentation. This class also experimented with creating a wiki, a software program that allows multiple users to collaborate in compiling, organizing, and editing content.*
- *In a News Writing course, students work cooperatively during peer reviews of article drafts. Students are encouraged to edit their peer's article thoughtfully, honestly, and constructively, suggesting changes, highlighting effective/relevant passages and, hopefully, learning how to improve their own writing at the same time. Students in News Writing also work together to generate article ideas and design the layout for portions of the school paper, The Sanjo.*
- *During the spring semester of freshman English, students work in groups to stage scenes from Shakespeare's Merchant of Venice.*
- *In virtually all of the literature classes, students work cooperatively as they discuss difficult passages from selected texts. Cooperative activities may include: working as a small group to answer a specific question; dramatizing a scene from a text; participating in mock debates about relevant issues.*

10. How are listening and speaking skills integrated into English instruction?

- *As part of the English curriculum, Speech course(s) teach students to speak effectively before an audience by stressing such concerns as audience awareness, tone, style, diction, modes of expression (descriptive, persuasive, informative, etc) as well as cultural and religious sensitivity and awareness. Students learn the components of effective listening, including the ways in which one demonstrates these skills.*
- *Additionally, students in all classes must record information essential to satisfactory performance, whether that information is presented in lecture form,*

part of a class discussion, video format, or other listening activity.

11. How is writing emphasized within the instructional program?

- *Writing is the sine qua non of an English program, and accordingly every English course with the exception of play production requires writing. In order to receive a college preparatory diploma or a college preparatory diploma with comprehensive endorsement, students will have had courses in literature and one course that focuses exclusively on writing. Students select a focus on writing from among the following options: Expository Writing, Art of Autobiography, and AP Language and Composition. Courses designated as literature courses, such as Castle and Commons, Racial Conflict and Accord, British Classics, American Classics, and Ethnic Literature have students respond in written work to issues a study of literary works often raises. A focus on writing begins in the freshman year and continues in all English courses students take over their four years of high school.*

12. Explain how the program promotes lifelong interest in reading and writing.

- *No English program, regardless of the best intentions of its promoters, can guarantee that students will leave school and be lifelong readers and writers. The English Department at Andrews Academy offers courses, however, that it hopes will arouse the desire of its students as a result of the works they have studied and the writing they have done to continue reading and writing. Numerous examples of anecdotal evidence could be cited to illustrate the point: One student from Andrews Academy is a professor of English, another a history professor at a major state university, two work in public relations for a major hospital system in Florida and have said that writing is a major part of their work. Several are lawyers who say that their first awareness of how important writing is came from courses taken at Andrews Academy. Many have gone on to graduate school after college and have commented on how the writing skills they developed helped them in writing lucid prose for a dissertation. Evidence for lifelong reading is less well documented, but those who write also read. Others have corresponded informally with their teachers about books they are reading and have gone so far as to purchase a copy for their teacher. During the 2007-2008 school year, the English Department cooperated with the Leaders on Leadership Committee to sponsor a Writers' Day, which involved every student in the school over a two-day period. The presenters were three accomplished writers, one of whom is a recognized novelist and an alumnus of Andrews Academy.*

13. Describe how the English program teaches students to become analytical/critical thinkers.

- *Students are challenged to become critical thinkers through exercises that require them to: study and respond to thought-provoking texts; to examine their place in*

the world as a result of their social, religious, moral and ethical responsibilities, to grapple with experiences that have impacted their lives, to “see” themselves through the eyes of others, to experience different cultural values through characters in books and to determine how their own views align or differ from those studied, to write critically about events. To achieve this goal, English courses utilize extended writing exercises based on research or personal experience/exploration, require impromptu writing not prepared for ahead of time, use in-class lecture and discussion, and examine texts that address issues of race, gender, religion and moral responsibility. Research composition teaches students to research a subject thoroughly, using their powers of reason to address various topics from a mature and informed perspective. Similarly, journalism requires students to approach events from a critical perspective, taking all points of view into consideration. Students are taught to dig beneath superficial material to get to the core of a story or event and to recognize personal bias and subjectivity.

14. How is technology integrated into the teaching/learning process?

- *Technology is integrated into the teaching/learning process whenever applicable and beneficial. Computers are used extensively from brainstorming and pre-writing exercises, as well as an organizational aid during the writing and editing process. In Journalism, computers (and associated software – e.g., Photoshop, InDesign, Word) are used to simplify editing, layout, and publication of The Sanjo, the school newspaper. Technology is indispensable in this capacity and forces us to stay current with trends and techniques, not just to keep up with changes in printing but also to minimize printing costs.*
- *Research Composition, American Classics, Racial Conflict and Accord, and a number of other English courses utilize computers and online databases as research aids where students learn the skills necessary to conduct efficient, effective, and responsible research, thereby increasing their awareness of a particular subject as well as their ability to manipulate technology. Occasionally, assignments are web-based and require students to become familiar with search engines and reputable internet sites. For example, students in freshman English use an online resource center, designed by the English department, during a unit on Shakespeare, Elizabethan England, and the theater. Online activities/resources include: a forum where students engage in discussion about relevant topics; a virtual tour of the Globe Theater; a web quest; a photo tour of historical sites; a list of assignments, handouts, and due dates.*
- *During spring semester 2008, one class experimented with creating a wiki, a software program that allows multiple users to collaborate in compiling, organizing, and editing content. Additionally, television and video are often used as supplemental material relevant to the subject under consideration.*

15. How much has been spent annually in the last two years on the English program?

- *Current economic conditions have had their effect on the English budget. The annual budget for extra supplies and instructional items is eight-hundred dollars divided among three teachers. The total budget for each of the three teachers amounts to a bit under three-hundred dollars per person. In addition to the amounts allowed each teacher there is a library budget set aside for the various curricular areas. Teachers may order books, CDs, and DVDs related to their curricular area for the library.*

D. Evaluation

1. List the improvements in this subject area implemented during the past three years.

- *The administration has employed a teacher full time to work with students who are academically challenged and with English language learners.*
- *The administration and the department have added a course in English composition for English Language learners. The course counts for English credit, for a semester's unit of credit, and is taught as a transition course into the regular composition course. Hence, English language learners will still have to take a regular course in English composition.*
- *The department incorporates writing assignments into most of the literature courses in the belief that English composition should not be isolated merely to courses designated as writing courses.*
- *The department has instituted a course in Advanced Placement Language and Composition for the 2008-2009 school year, and two of the teachers have attended week-length or day-length workshops in advanced placement. The idea behind such an emphasis is that even teachers who do not teach an AP writing course may benefit from the techniques emphasized in such a workshop.*

2. Identify strengths of the instructional program in this subject area. Cite evidence, if available.

- *Regardless of whether they attend Andrews University, the University of Michigan, Michigan State University, or an institution of higher learning beyond state borders, graduates of Andrews Academy who have gone through the English program have no difficulty in making the transition from high-school English to freshman composition. This point is important because 94 percent of graduates from AA continue their education in college.*

- *English language learners from Korea and the People's Republic of China are finding the help from the special needs teacher useful in assisting them to develop their English skills.*
 - *All three of the English teachers have taken additional course work at Andrews University or at summer workshops in order to expand their knowledge base and update their skills.*
3. **Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student development and learning.**
- *A special focus on English language learners has created a place where the language learners can develop their skills and provides a transition to regular English classes.*
 - *An emphasis on writing, even in most of the literature courses, has helped students to hone their composition skills.*
 - *The creation of two additional composition courses, AP Language and Composition and Literary Composition, emphasize non-fiction and ties close reading to writing. The two courses has conveyed a message that "English" is not "just" about literature but is relevant to issues that speak more immediately to the student of a practical bent.*

E. **Recommendations for Improvement**

After reviewing your responses to sections C-D, list in order of priority improvements recommended for this subject area.

- *The administration and the department evaluate English language learners transitioning from the English composition course created for them to regular English classes with a view toward the possibility of offering a year-length course for EL students rather than the one semester course currently offered. It should be noted that working with English language learners is labor intensive and that courses of more than 12 to 15 become counter intuitive to the purpose for which they were created.*
- *Enrollment in all composition courses be kept to 18, given the fact that two additional composition courses have been added and will also be offered for the 2009-2010 school year.*
- *The department teach composition even in literature courses that are not designated as composition courses.*

Subject Area – English

2002 Recommendations:

1. **That the board and administration develop and implement a plan to provide computers in the classrooms for tutorial remediation, research, and word processing.**
 - *To date no computers have appeared in the classroom. Our personal experience since then, however, has been that computers must be strictly regulated because students use them for surfing the internet with the latest fashions, sports, and entertainment being the studied objects of research. As a replacement for the computers in the classroom, students have access to the computers in the library. Their time there may be arranged by appointment with the media director.*
2. **That the board and administration provide updated technology (e.g. software, scanners, digital camera, zip drives) to support instruction in journalism and production of student publications.**
 - *We can happily report that our technology needs have been met. We are running the latest version of Adobe's Creative Suite, which includes PhotoShop and InDesign, two programs essential to publication. We have two digital cameras at our disposal, a newer PC and large-screen display, scanner, and plenty of flash drives. We have received focused support from the administration, the head of the technology committee, and budgetary committees. The software current at the time of purchase could, however, be updated.*
3. **That the administration and faculty study the feasibility of teaching separate courses in news writing and journalism for student publications.**
 - *The instructor in journalism has solved his dilemma in the following way: The journalism class is for beginning journalism students. In his class, they learn the skills necessary to the production of a school newspaper. Students who produce the paper come from a pool of persons interested in being actively involved in a school publication, a commitment that demands more time than a single class meeting four or five days per week allow.*

PROGRESS REPORT FOR SUBJECT AREA IMPROVEMENT

ENGLISH ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
English 1	<i>Provide for computers in the English classrooms.</i>	<i>Check with the English teachers regarding their needs. Then ask them to send a proposal to the Technology Committee for the number of computers needed.</i> <i>On schedule with original action plan timeline: ONo</i>	<i>The English faculty is just as pleased with the way things currently exist.</i>	<i>Money, but also the students unwillingness to use the additional tools properly.</i>	<i>The plan has not and probably will not be implemented.</i>
English 2	<i>Provide for updated technology to support the production of the student journals.</i>	<i>Determine the technology needed. Ask the teacher to send a proposal to the Technology Committee for further action.</i> <i>On schedule with original action plan timeline: OYes</i>	<i>Faculty and students are currently satisfied.</i>	<i>None</i>	<i>The plan was implemented in the fall of 2006.</i>
English 3	<i>Study the feasibility of teaching both journalism and newswriting.</i>	<i>Propose a different arrangement and present it to the Academic Affairs Committee.</i> <i>On schedule with original action plan timeline: OYes</i>	<i>The new plan is working well.</i>	<i>None</i>	<i>The plan was implemented in the fall of 2006.</i>

HEALTH EDUCATION

A. Introductory Statement

Health education in Seventh-day Adventist schools emphasizes concepts necessary for the development of dynamic Christ-centered personalities, creative minds, and physically fit bodies. The values and lifestyle that students choose as adolescents will influence their health, or state of wellness, throughout their life. Wellness includes the nurture of sound mental and physical health, the development of stable social relationships, and the fostering of spiritual growth and maturity.

B. Instructional Goals

The health education program will assist students to:

1. Gain a knowledge of the biblical and scientific principles of healthful living.
2. Understand how personal health influences the quality of one's relationships with God and with others.
3. Accept biblical and scientific principles of healthful living.
4. Implement/demonstrate an understanding of how to apply personally the biblical and scientific principles of healthful living to their own life choices and habits.
5. Acquire skills essential to personal wellness, successful family membership, and effective community witness/service.
6. Identify community health resources.
7. Explore health-related career opportunities.

C. **Instructional Assessment**

1. **How is the NAD curriculum guide used to develop the course objectives and course outline?**
 - *The curriculum guide is used to create the objectives for this course.*
2. **What methods are used to determine how well the instructional goals are achieved?**
 - *Reports indicate exercise and dietary progress toward established goals. Ten unit tests measure textbook knowledge. Students evaluate the course each semester.*
3. **How do the subject-area goals relate to the schoolwide goals for student learning?**
 - *Since schoolwide goals include many health-related objectives, the course relates closely with this philosophy.*
4. **How are spiritual values infused into the health education program?**
 - *Our bodies as God's temple is the foundation of this course.*
5. **What teaching methods are used to meet the students' varying learning styles, needs, abilities, and interests?**
 - *Journaling, projects, reports, lectures, videos and guest speakers are used. Many projects are open to student interpretation and creativity.*
6. **What community resources (human and material) are used to enhance the health program?**
 - *Guests from the community, physicians, dentists, physical therapists and other health professionals come in to speak. Specimens on loan from the AU Anatomy Department are shown to enhance the class discussions.*
7. **How do teachers work together in planning for the coordination of learning activities, both within this instructional area and in other areas?**
 - *Coordination takes place with the physical education teacher in regards to fitness testing and use of equipment.*
8. **How do the content, concepts, and skills presented in the instruction of health create an awareness of available career opportunities?**

- *Class discussions, videos, and guests aid in the awareness of health professions.*
- 9. **Describe how sensitive health topics are addressed within the health curriculum.**
 - *Care and caution are used in class discussions to help students remain open and comfortable with the discussion. Personal responsibility is emphasized in conjunction with God's plan for sexual activity.*
- 10. **Give evidence that students have acquired the knowledge and skills to make healthful choices.**
 - *Outside of class talks with students indicate they continue to strive to improve health choices in regard to exercise, sleep, nutrition, and more.*
- 11. **How is technology integrated into the learning process?**
 - *Reading reports and projects require internet, computer, and word processing skills.*
 - *Students view videos, DVDs, and the teachers utilize the projector for presentations.*

D. Evaluation

1. **List the improvements in this subject area implemented during the past three years.**
 - *We introduced a new textbook "Health & Wellness" last year. This book is an update and doesn't repeat as much information that is covered in Biology.*
2. **Identify strengths of the instructional program in this subject area. Cite evidence, if available.**
 - *The biggest strength is the practical nature of the course to the students' daily lives. The use of daily journals has been implemented and helps them focus on how the health principles apply to them personally. They are improving their own decision making skills regarding health and learning to help others in this regard.*
3. **Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student development and learning.**
 - *The students' journaling keeps them focused daily on their personal health development. The new text with the updated material is enhancing learning.*

E. Recommendations for Improvement

After reviewing your responses to sections C-D, list in order of priority improvements recommended for this subject area.

- *A smaller class size would enable the teacher to assist a greater number of students and solve schedule problems, 30+ is too large, perhaps three sections per year.*
- *Computer lab availability during this class would help, but even if available, the current class size would be too much for the computer lab to accommodate.*

Subject Area – Health

2002 Recommendations:

1. **That the board, administration and faculty study ways to reduce apparent overcrowding in the current classes.**
- *This has seen very limited improvement. For the 2007-2008 school year we had class sizes of 28 and 31. During the 2008-2009 school year we have class sizes of 30 and 33. Some effort needs to occur to bring the class enrollments down.*

PROGRESS REPORT FOR SUBJECT AREA IMPROVEMENT

HEALTH ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Health 1	Develop a plan to reduce the class size of Health.	Work with the students and teacher on placing the class on a more selective basis. Offering multiple sections one year to allow more students to take the class earlier in their high school experience. On schedule with original action plan timeline: O No	Unknown	It may cost too much to do!	This has not been seriously studied yet.

HOME ARTS/CONSUMER SCIENCE

A. Introductory Statement

Seventh-day Adventist schools include instruction in home arts, family, and consumer science because healthy, stable families are essential for optimum personal development, a productive society, an effective church program, and demonstrating God's love in relationships. Effective instruction should assist the students in developing an appreciation and understanding for managing life's personal choices, finances, and interpersonal relationships in a manner that positively impacts their life's goals and resources for food, clothing, housing, service to God, and leisure activities.

B. Instruction Goals

The home arts/consumer education program will assist students to:

1. Acknowledge the sacredness of human life and the responsibility of each student to develop a lifestyle that will maintain optimum physical, mental, and emotional health.
2. Create and maintain Christian living environments that permit the harmonious development of personal spiritual maturity and positive interpersonal relationships.
3. Learn to identify and use the available resources to improve home life and meet basic human needs of safety, food, and shelter.
4. Understand the value of maintaining a personal lifestyle of simplicity and service in human relationships as a means to demonstrate eternal values.
5. Acquire the basic knowledge and skills needed for effective home management and maintenance and for wise consumer practices.
6. Explore the opportunities for service in careers related to the home arts, family, and consumer sciences.

C. **Instructional Assessment**

1. **How is the NAD curriculum guide used to develop the course objectives and course outline?**
 - *Since it is a 1983 version, it is not used much.*
2. **What methods are used to determine how well the instructional goals are achieved?**
 - *Objective testing takes place over notes given in class and over the text in Child Development. Teacher evaluates cooking achievements and clothing construction quality using rubrics.*
3. **How do the subject-area goals relate to the school wide goals for student learning?**
 - *The school philosophy is to educate the whole person, so the more practical hands-on subjects in Home Arts follow that value.*
4. **How are spiritual values infused into the instructional program?**
 - *Spiritual values are incorporated through the Biblical principles of temperance and that the body is God's temple.*
5. **What teaching methods are used to meet the students' varying learning styles, needs, abilities, and interests?**
 - *These courses allow hands-on work the majority of the time which helps meet the needs of students with varied learning styles. Assignments may be modified if necessary to further accommodate students with special needs.*
6. **What community resources (human and material) are used to enhance the instructional program?**
 - *Guest lecturers make class presentations. The nursery school involves the community and their children who attend.*
7. **How do teachers work together in planning for the coordination of learning activities, both within this instructional area and in other areas?**
 - *Students have created parts of the banquet meal for Student Association banquet and the Senior Citizens dinner. These are school-wide functions that involve working with other teachers and committees.*

8. **How do the content, concepts, and skills presented in the instructional program create an awareness of available career opportunities?**
 - *In all the classes there is discussion of possible career opportunities, and visitation to related places of business raises awareness of careers.*
9. **Cite evidence that shows current course offerings are meeting the needs of students.**
 - *Since the courses are not required, the fact that the classes are generally full would indicate that the students feel some need. Students and parents often tell how students cook or sew at home after the courses.*
10. **What procedures are in place to ensure that equipment is updated on a regular basis?**
 - *There is no procedure that I am aware of. However, the purchase of six new sewing machines has been a blessing. The foods kitchens were quite recently remodeled.*
11. **How is technology integrated into the teaching/learning process?**
 - *There are times when we go to use the computer lab for research. The students are assigned reports and projects that require internet and word processing skills.*
12. **How much has been spent annually in the last two years on the home arts/consumer science program?**
 - *In 2006-2007, \$610.89 was expended in student wages and \$2,817.46 were spent in supplies*
 - *In 2007-2008, \$2,169.28 was expended in student wages and \$1,944.69 were spent in supplies.*
 - *Expenditures beside the budget mentioned above was the purchase of six new sewing machines that cost about \$300.00 each.*

D. Evaluation

1. **List the improvements in the subject area implemented during the past three years.**
 - *The purchase of six new sewing machines.*

2. **Identify strengths of the instructional program in this subject area. Cite evidence, if available.**
 - *Students of all academic levels take these courses and report high satisfaction with the importance and practicality of what they learn.*
3. **Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student development and learning.**
 - *Students now have an opportunity to use more reliable sewing machines on a daily basis.*

E. **Recommendations for Improvement**

After reviewing your responses to sections C – D, list in order of priority improvements recommended for this subject area.

- *Laboratory oriented classes would be more acceptable if they were longer or if we could offer double period classes for courses like cooking and sewing.*
- *Establish a plan for replacement of equipment.*

Subject Area – Home Arts

2002 Recommendations:

1. **That the board and administration provide within the department up-to-date computer equipment, software and internet access for staff and student use.**
 - *Internet access has been excellent since 2003. The computer used in the department was upgraded in 2005.*
2. **That the board and administration re-assess the design and safety of the electrical source for the department sewing machines.**
 - *The room has been rearranged to care for this issue.*
3. **That the board, administration and faculty study the feasibility of providing additional class time to accommodate the hands-on activities of the instructional program.**
 - *This issue has not been addressed.*

PROGRESS REPORT FOR SUBJECT AREA IMPROVEMENT

HOME ARTS ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Home Arts 1	<i>Provide for better computer equipment with internet access.</i>	<i>Request that the technology committee look into obtaining an appropriate computer station for the department.</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>It has been well received.</i>	<i>Only the time that it took to make the difference.</i>	<i>The department equipment has had on-going improvements since 2003.</i>
Home Arts 2	<i>Eliminate the safety hazard associated with the electrical supply for the sewing machines.</i>	<i>On schedule with original action plan timeline: O Yes</i>	<i>This change has been an important one for the department.</i>	<i>Only the time that it took to make the difference.</i>	<i>That change took place in 2005 and we have never looked back.</i>
Home Arts 3	<i>Find additional classroom time for laboratory oriented classes.</i>	<i>Allow the Academic Affairs Committee to struggle with this issue.</i> <i>On schedule with original action plan timeline: O No</i>	<i>Unknown</i>	<i>Insufficient time in the school day to accommodate the change.</i>	<i>This issue has not yet been addressed.</i>

MATHEMATICS

A. **Introductory Statement**

Mathematics education should equip students with essential skills for making the many mathematical computations and practical applications of math concepts necessary for living in our technological society. Mathematics instruction must assist students in developing analytical and critical-thinking skills. Opportunities should also be provided for students to discern the mathematical patterns the Creator has given in nature, thus increasing appreciation for its beauty, order, and symmetry.

B. **Instruction Goals**

The mathematics program will assist the students to:

1. Gain an understanding and appreciation for the Creator God, who is orderly, precise, and infinite.
2. Develop an appreciation for God's faithfulness and dependability as illustrated in the constancy and predictability of mathematical rules.
3. Understand the importance of Christian principles and ethics in mathematical applications.
4. Acquire skill and confidence in performing, communicating, and connecting mathematical concepts.
5. Develop competency in the use of mathematical terms and in measurement skills.
6. Learn to collect, process, properly represent, and interpret statistical data and information.
7. Develop analytical-reasoning, critical-thinking, and problem-solving skills.
8. Acquire skills in selecting and using appropriate technology in mathematics problem solving.

C. Instructional Assessment

1. **How is the NAD curriculum guide used to develop the course objectives and course outline?**
 - *The NAD curriculum guide is a resource that teachers use to determine the objectives for the course. The teacher then plans an outline of activities that will be a part of the daily program. This course outline is then used to make sure the program suggested by the curriculum guide is delivered. We use NAD approved textbooks which are designed to meet the requirements of national professional organizations (NCTM for example). These requirements are very similar to the curriculum goals.*
2. **What methods are used to determine how well the instructional goals are achieved?**
 - *Tests are the standard method used to determine if students have reached the instructional goals established for the course. Testing is done at the end of each chapter and at the end of each semester. Quizzes are also used. Another important way to determine if students are reaching the instructional goals is to engage them in daily assignments and to provide time in class for them to work on those assignments. During the class time, the teacher observes and interacts with the students, which provides feedback as to how well the students understand the instruction. The daily assignments provide the students with experiences to learn and master goals. The teacher has the privilege to observe that most students reach the objectives.*
3. **How do the subject-area goals relate to the school -wide goals for student learning?**
 - *Our school mission statement is to inspire our students “to think deeply, to live fully, to serve unselfishly and to honor God completely.” In mathematics, the concepts taught require students to think deeply. New concepts are connected to life through “real life” problems and models so that students can get the most out of their life. Students are encouraged to help each other during class and after school to learn concepts, which is a way to serve unselfishly. In everything we do, we strive to honor God completely through prayer, devotions, spiritual discussions raised by the material, and an environment that encourages Christ-like behavior.*
4. **How are spiritual values infused into the mathematics program?**
 - *An important way of teaching Christianity in mathematics is by example. The teachers pray that God will use them to lead the students closer to God. The teachers start class with prayer or a short devotional thought. One of the teachers starts most classes with a thought taken from the Gospels. For example, during the 2007-2008 school year the teacher read a teaching of Jesus or told a*

story from the book of Matthew in the order that they appear in the Bible so that the students will be exposed to the entire book. The story is then usually followed by applying the main point to our daily lives.

Compared to other disciplines, it is more difficult to integrate spiritual lessons or examples into the mathematics curriculum, but we try. For example, when discussing exponential functions, a model of spreading the Good News to the world by each person telling two others who in turn tell two more people ad infinitum is presented. We also take time during class for impromptu discussions that periodically arise concerning Christian issues and ethics.

5. What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?

- *Our typical approach is to explain the new concept for the day by discussing it with the class and writing the main ideas on the board or illustrating it with a PowerPoint slide. Then we do a few examples with the class to apply the new concept. This meets the needs of auditory learners, and writing the ideas on the board or slide show helps the visual learners. Sometimes, math labs are done so that students can discover the concepts on their own. Each of the mathematics teachers encourages students to come after school for extra help. This is a key way of helping students with various needs and abilities. By working one on one we are able to help students understand the information and help students with remedial needs. To meet the multi-linguistic needs of our students, we encourage them to ask questions during class and after school so that instructors can reword problems and use different methods of presentation to help students learn.*

6. What community resources (human and material) are used to enhance the math program?

- *This includes the Andrews University Math Center and various college students who tutor. Since the instructors live in the community, students are encouraged to call them when needing help. Occasionally students needing extra help will seek it from the university math center which uses college students as tutors. Technology such as computer software is obtained through ITS on the university campus, and some lab equipment is obtained from Physics Enterprises, a local company, at reduced or no cost.*

7. How do teachers work together in planning learning activities, both within this instructional area and in other areas?

- *During faculty meetings we coordinate field trips, special events, etc. so that there is no serious overlap of scheduling. The mathematics teachers' preparation time occurs at the same time of day so they can confer with each other about curriculum and other issues.*

8. **How do the content, concepts, and skills presented in the instruction of mathematics create an awareness of available career opportunities?**
- *One of the good characteristics of the current mathematics textbooks is the numerous mathematics connections to various careers. As instruction is given in mathematics, the examples in the text are from various disciplines. Also, the homework problems that the students work on contain concepts from various careers. The mathematics teachers also give examples of how mathematics is used in various careers. Additionally, we stress that there is a development of reasoning and problem solving as one goes through the mathematics program. We then explain that in later life you may not use a given formula we have taught, but you will use the reasoning and problem solving skills in many careers as well as in everyday situations you will encounter.*
 - *Career seminars are another important part of the school-wide career orientation program. This program is designed and generated by the alumni department. Returning alumni are asked to present their career and describe what education is needed to be in that profession. It is a powerful tool to see recent graduates in successful occupations.*
9. **Describe the process used to assess student ability for placement at the appropriate math skill level.**
- *Prior to their freshmen year at Andrews Academy, 8th grade student take the placement test. This test helps the academy instructors know if the student is ready for Algebra I or if remedial work is needed. From that point on there are prerequisites for entering into the next mathematics class. For example, the prerequisite for geometry is the completion of Algebra I with a minimum C average. There are occasional exceptions to this general rule, but these are made on an individual basis.*
 - *One successful program is the K-16 collaboration that exists with Ruth Murdoch Elementary School, Andrews Academy, and Andrews University. If an eighth (and sometimes seventh grader) is doing excellent work in their mathematics program they can choose to take academy Algebra I classes instead of the regular 8th grade (or 7th grade) classes. This enables students to receive one credit, possibly two credits, before they even enter the academy. Then as students enter their senior year (sometimes their junior year) at the academy they may choose to take a college mathematics class at a reduced college credit fee. Thus, when they graduate from the academy they already have one or more college credits completed. These requests are made on an individual basis with approval granted by the academic affairs committee.*

10. **List the type of practical problems presented that will allow students to apply mathematical theories.**
- *Word problems in the textbook*
 - *Applied Physics Class homework problems*
 - *Chemistry homework and Laboratory reports*
11. **In what ways do students have opportunities to critique their work, examine their own solutions, and make critical interpretations?**
- *Each mathematics teacher provides time in the classroom period for students to work on homework. During this time the teachers are able to work one on one with students. This is a valuable tool for critiquing their work. The teachers routinely grade the mathematics problems turned in and return them to the students the following day. This is a good way for students to examine their own solutions to make sure they are doing it appropriately. This is another valuable way for students to critique their work. In the upper math classes, often the answers are given to the homework problems, and the teacher requires that the students show their work. This gives the students instant feedback about whether they are doing the problems correctly and thus they avoid an incorrect method of solving the problems. The teachers encourage students to look at the problems they got wrong and try to figure out their error.*
 - *Mathematics teachers are available to students after school, as well as at other times. The teachers also give out their phone numbers so that students can call for help while at home during the evening hours.*
 - *The mathematics teachers keep their grades current and inform the students of their progress on a regular basis. This is done by both posting grades online and passing out written grade reports every couple of weeks. These written grade reports are supposed to be signed by the parent of the student and returned to the teacher the next day.*
12. **How is technology integrated into the learning process?**
- *The calculator is utilized daily in all mathematics classes. This is the most common technology used in the mathematics discipline. Protractors and rulers are also used in the geometry classes. The computer and its projection abilities are used also to show slideshows, project graphs, and demonstrate how to use graphing calculators. Graphing calculators are used as a tool to analyze more complex problems in Algebra II and pre-calculus. Various free graphing software is made available to the students also.*

13. **Explain the rationale for sequencing the current math courses for grades 9 and 12 students.**
 - *The algebra and pre-calculus series obviously has a specific sequence that cannot change since each class builds on the previous class. The algebra sequence is pre-algebra (if needed), algebra I (9th grade), algebra II (11th grade), pre-calculus (12th grade). Geometry (10th grade) is put between algebra I and algebra II because it uses algebra I concepts but not algebra II concepts. A few concepts in algebra II and pre-calculus are from geometry. Finally if the students take a science course like physics during their junior or senior year, they will already know the geometrical concepts that are used extensively in physics.*
14. **How much has been spent annually in the last two years on the mathematics program?**
 - *In addition to the teachers' salaries and textbooks, about \$150 per year has been spent on supplies for mathematics.*

D. Evaluation

1. **List the improvements in this subject area implemented during the past three years.**
 - a. *Rulers and protractors purchased for classroom use.*
 - b. *Tangrams were purchased for use in geometry.*
 - c. *PowerPoint slide shows were created to aid in the teaching of geometry.*
 - d. *Virtual TI-83 and TI-89 calculators were obtained for computer so that the teacher can demonstrate how to use the graphing calculators on the projector.*
2. **Identify the strengths of this content area. Cite evidence, if available.**
 - a. *See description of collaboration between Ruth Murdoch Elementary School, Andrews Academy, and Andrews University in sec. C item 9.*
 - b. *The juniors who take the Michigan Merit Exam and other standardized tests have consistently higher scores compared to those in the county, state, and nation.*
3. **Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.**
 - a. *Students who take all their lower math classes at Andrews Academy are better prepared for the upper division math classes than students who transfer from other schools.*

- b. *Students who go on to higher mathematics at Andrews University are able to function at the upper levels of their college math classes even while still in high school.*

E. Recommendations for Improvement

1. *Require all students to purchase the same model of calculator or select from a list of acceptable calculators.*
2. *Research the ability to regularly give assignments that require a reliable internet connection.*
3. *Research the ability to purchase student clickers or other student response system to assist with class interaction.*
4. *Chemistry/Math classroom to obtain 2-3 computers for tutorial work.*
5. *Chemistry/Math classroom to install ceiling-mounted digital projector to assist regular classroom instruction.*
6. *Matching chairs for the Math/Physics classroom to replace broken / damaged ones.*

Subject Area – Mathematics

2002 Recommendations:

1. **That the administration and faculty seek ways to ensure that graphing calculators are available for all students who shall need to use them.**
 - *Some calculators are available for rent from the Textbook Services Center and yet no student has taken advantage of the opportunity. Apparently it is not a problem and needs no further action.*
2. **That the administration and faculty explore ways to provide common planning time to facilitate coordination within the department and for cross-curricular activities.**
 - *All mathematics faculty have the same planning period which can be used at some pre-arranged time for any desired coordination of cross-curricular activities.*

PROGRESS REPORT FOR SUBJECT AREA IMPROVEMENT

MATHEMATICS ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Mathematics 1	<i>Provide graphing calculators for all who need them.</i>	<i>Determine the amount of interest. Ask the Textbook Services Center to provide the calculators at a reasonable cost.</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>This solution to the problem did not appear to work.</i>	<i>None</i>	<i>The plan was made available in the fall of 2006.</i>
Mathematics 2	<i>Set aside planning time for planning cross-curricular activities.</i>	<i>Encourage the mathematics faculty to use some of their available time for planning cross-curricular activities.</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>It is working well.</i>	<i>None</i>	<i>This plan has been in place since the fall of 2003.</i>

MODERN LANGUAGES

A. Introductory Statement

Because of the communication links, global transportation systems, and global economy that have developed in our modern world, it is essential that students acquire the ability to understand and communicate effectively with peoples of other cultures and languages. The modern language curriculum will help students develop these skills and abilities. The Seventh-day Adventist Church is an international church with a global mission of sharing the gospel; thus, it is imperative that the study of modern languages be an integral part of the curriculum.

B. Instructional Goals

The modern language program will assist students to:

1. Develop the communication skills of listening, speaking, reading, and writing a modern language.
2. Enhance intellectual acuity for learning in all disciplines and improve social sensitivity.
3. Foster the development of an attitude of inquiry into the concepts, values, and worldview of other people and cultures.
4. Acquire a broader understanding and appreciation for the literature and arts of other cultures and language groups.
5. Develop a desire for language proficiency and linguistic ability that will encourage lifelong learning in languages.
6. Understand the importance of personal involvement in carrying out the gospel commission and being equipped for effective witness/service in an international church.
7. Engender additional employment opportunities, local and international, through the development of modern language skills.
8. Assist in preparing for higher education by accomplishing a common graduation requirement and college/university entrance prerequisite.

C. Instructional Assessment

1. **How is the NAD curriculum guide used to develop the course objectives and course outline?**

- *The curriculum guide helps to determine course goals, but its assistance is limited by the particular textbook used at levels one and two.*

2. **What methods are used to determine how well the instructional goals are achieved?**

- *Teachers in Spanish and German use written tests, speaking tests, and pronunciation drills to evaluate whether the students are making progress.*

3. **How do the subject-area goals relate to the school wide goals for student learning?**

- *Learning a second language develops in students an empathy for people of other cultures, something students at Andrews Academy must have because the school itself is culturally diverse.*

4. **How are spiritual values infused into the modern language program?**

Spiritual values are infused into the language program in the following ways:

- *through having students memorize verses from the Bible*
- *through worship talks in the classroom*
- *through singing in worship in the target language*

5. **What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?**

- *Students work in small groups or in pairs practicing pronunciation and structures.*
- *Students work in pairs to practice short, dramatic dialogs.*
- *Students work in small groups to produce videos of commercials and domestic scenes.*
- *Students who demonstrate an obvious talent in the target language for learning work with those who have difficulty.*

6. **What community resources (human and material) are used to enhance instruction in the modern language program?**
- *Every other year a native speaker and teacher comes from Austria to Andrews Academy with his or her students. The teacher assumes responsibilities for the class, giving instructions in speaking and listening.*
 - *Students from Austria live with their Andrews Academy counterparts for up to four weeks.*
 - *Students from Andrews Academy have the opportunity to study for a semester or a year at Aufbaurealgymnasium Seminar Schloss Bogenhofen.*
 - *Students in the Spanish classes have a weekly opportunity to attend church services in Spanish at one of two Seventh-day Adventist congregations within seven miles of the school.*
 - *Students in the Spanish classes have the opportunity to interact with native speakers of Spanish who also attend Andrews Academy.*
 - *Students attend the ACA summer program at Sagunto, Spain.*
7. **How do teachers work together in planning learning activities, both within this instructional area and in other areas?**
- *Within the instructional area, the Spanish and German teachers plan what is known as International Appreciation Week following the third weekend in October. Activities include a fashion show, skits, ethnic foods prepared by the students in Spanish and German classes.*
 - *The Spanish and German teachers are planning a Spanish-German language and history tour for the summer of 2009.*
 - *On previous language study trips, teachers from other disciplines have accompanied the students. Teachers who come are not just present to supervise; they are involved in the planning.*
8. **How do the content, concepts, and skills presented in the instruction of modern languages create an awareness of available career opportunities?**
- The Spanish teacher and the German teacher explain career opportunities the student has with skills in a second language. The Spanish teacher brings persons in a career requiring the use of Spanish into class. The proof of the matter, however, is what students are actually doing with their language skills after they leave Andrews Academy:*

- *One former student works in an import-export business in Dusseldorf.*
- *Another works for a major German company in Munchen [Munich]*
- *Another is studying to be a nurse at the University of Graz in Austria.*
- *Another has been an associate girls' dean at Bogenhofen in Austria.*
- *Many former graduates of the Spanish program are using their skills in a variety of positions from nursing to business in the United States.*

9. **How does the modern language program provide opportunities for students to experience, practice, and use language in authentic situations outside the classroom?**

For students in Spanish, Andrews Academy offers the following arrangements:

- *speaking with students whose first language is Spanish and who daily attend the academy*
- *attending Spanish church service every Sabbath at the Spanish Seventh-day Adventist Church in Berrien Springs or at the Eau Claire Spanish Church*
- *participating in the bi-annual mission trip to Central or South America*
- *participating in the bi-annual trip to Spain*
- *attending the six-week summer program in Sagunto, Spain*

For students in German, since 1987 Andrews Academy offers the following arrangements:

- *the bi-annual trip to Germany and Austria*
- *spending a semester or a year as an exchange student at the Realgymnasium in Austria*
- *meeting students from the Realgymnasium who participate in the bi-annual trip to the United States and spend two weeks at Andrews Academy*
- *hosting the students who come from the Realgymnasium*
- *attending the six-week summer program at Bogenhofen in Austria*
- *Students have opportunity to pray and read scripture in religious services*

10. **How does the modern language program utilize authentic materials and artifacts from target cultures to enhance the instructional program?**
- *The Spanish and the German teachers organize the Fall Festival of Languages which offers fashion shows and skits in the target languages.*
 - *The Spanish and German teachers have students produce authentic food items for the international food fair offered on one day of the same week as the Fall Festival.*
11. **How does the modern language program foster an appreciation for cultural and ethnic diversity?**
- *No one can study a second language for very long without coming to an understanding and appreciation of a culture different from that in the United States. Language is culture and inevitably requires flexibility and a new way of looking at issues from table manners, to travel customs, hosting, religious celebration and worship, to dating, courtship, and marriage. Culture differences are brought out very effectively throughout the two-year program in both courses through text books used, videos and DVD's.*
12. **How is technology integrated into the learning process?**
- *The textbook series for both Spanish and German offer a web site which students may reference at home. In addition, students in Spanish class create powerpoint presentations on a variety of topics.*
13. **How much has been spent annually in the last two years for the modern language program?**
- *For the past two years, the combined budget for both Spanish and German classes has been nine-hundred dollars.*

D. Evaluation

1. **List the improvements in this subject area implemented during the past three years.**
- *The department has added a second section of Spanish I for the 2007-2008 school year. This required a second section of Spanish II for 2008-2009 and the continuation of a second section of Spanish I*
 - *With an eye toward creating an interest among the student body in studying Spanish or German and toward heightening cultural awareness among the*

students enrolled in the two languages, the department has instituted International Appreciation Week.

- *One section of Spanish I is now offered in the morning.*
- *On Thursday of one week, the Spanish teacher leads out in singing a song in Spanish for morning worship; on Thursday of the following week, the German teacher leads out in singing a song in German. The plan alternates throughout the semester for singing in one language or the other.*

2. Identify strengths of this content area. Cite evidence, if available.

- *The Spanish teacher is a native speaker and has a bachelor's degree in Spanish.*
- *The German teacher is completely fluent in German and has a native pronunciation.*
- *The department continues to offer a summer trip to Spain, Austria, and Germany every two or three years. It has however, become more difficult to offer the trip in view of the slide of the Dollar against the Euro. In addition, the rising cost of jet fuel has forced air carriers to raise the prices of their tickets.*
- *The language teachers have instituted International Appreciation Week to enhance a sensitivity among the students about cultures different from what they know and to generate interest in the two target languages.*
- *The German program continues to maintain an exchange program with the Seventh-day Adventist school in Austria: Students from Bogenhofen come in either the fall or the spring to Andrews Academy, attend classes, and visit the Eastern United States. Similarly, students from Andrews Academy may attend the fall semester at Bogenhofen.*
- *The Spanish teacher has begun to investigate the possibility of an exchange program with Sagunto, the Seventh-day Adventist school near Valencia, Spain.*

3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

- *The strengths of the program have influenced a positive attitude toward language study at Andrews Academy. Students look forward to International Appreciation Week. They are also willing to host the students from the Austria school who spend a limited time in Michigan. With the Spanish and German teacher working together cooperatively, the students have a positive attitude toward both languages. For the summer of 2009, the Spanish and the German teachers plan a joint trip to Spain, Germany, and Austria, with a brief stopover in Paris.*

E. Recommendations for Improvement

After reviewing your response to sections C-D, list in order of priority improvements recommended for this subject area.

- *The Spanish teacher should continue to work on developing an exchange program with the Seventh-day Adventist school near Valencia.*
- *The Spanish teacher should be allowed to study toward an advanced degree in teaching Spanish.*
- *Both language classrooms should be equipped with current teaching aids such as smart boards.*
- *It would be helpful if Ruth Murdoch Elementary School offered short courses in German and Spanish to articulate with the offerings at Andrews Academy. At present the elementary school offers a brief introduction to Spanish and then selects for its additional offering a language the secondary school does not offer.*

F. Priority of Improvements

- *The administration and the Lake Union Conference should study the possibility of allowing the Spanish teacher to obtain an advanced degree in teaching Spanish.*
- *The administration and the two language teachers should study ways to present the idea of articulation to the administration at Ruth Murdoch Elementary School.*

Subject Area – Modern Language

2002 Recommendations:

1. **That the board and administration develop and implement a plan to provide computer software (e.g. tutorials, language lab simulations) to support and enrich the instructional program.**
 - *The field of software items for language teaching is changing very rapidly. It is more important now that the language classrooms be equipped with the electronic blackboards, permanently-mounted projectors for the showing of currently available DVD and video programs in the target languages.*
 - *Andrews Academy maintains its connection with the Bogenhofen Realgymnasium in Austria and should develop a connection with the secondary school at Sagunto, Spain, or at a Spanish speaking country where American citizens are safe. Hence, the preference for Sagunto, Spain.*

PROGRESS REPORT FOR SUBJECT AREA IMPROVEMENT

MODERN LANGUAGE ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Modern Language 1	<i>Develop language Software for instructional purposes.</i>	<i>Work with the language faculty to determine what software is appropriate.</i> <i>On schedule with original action plan timeline: O Yes & No</i>	<i>Because of changing technology, our vision has now turned to “smart boards”.</i>	<i>Money and research into the best type of “smart board” to purchase.</i>	<i>We have been moving in this direction since the summer of 2007.</i>

MUSIC

A. **Introductory Statement**

The impact of music on individuals and society necessitates assistance to students in developing a value system to guide them in making good judgments about choices in music. The music program should help students understand, appreciate, create, evaluate, and discriminate in a variety of musical experiences. As a gift from the Creator God, music that is aesthetically pleasing and spiritually inspiring should be the focus of music education in Seventh-day Adventist schools.

B. **Instructional Goals**

The music program will assist students to:

1. Enhance their spiritual development by supporting their understanding of and relationship with a God of beauty and inspiration.
2. Participate with increasing skill in musical experiences consistent with Christian principles.
3. Develop an aesthetic awareness of melody, harmony, and rhythm.
4. Acquire an understanding of the basic elements of music theory and techniques.
5. Develop skills and technical proficiency in musical performance as a means of self-expression.
6. Cultivate an awareness and appreciation of music from various cultures and historical periods.
7. Develop an appreciation for the influence of music on society and in their personal lives.
8. Learn to use discriminating criteria in selecting music for personal enrichment.

C. **Instructional Assessment**

1. **How is the NAD curriculum guide used to develop the course objectives and course outline?**
 - *The NAD curriculum guides were consulted and utilized to form the basis of the course objectives and course outlines. Course outlines and objectives are updated and refined yearly to meet the needs of the ensembles.*

2. **What methods are used to determine how well the instructional goals are achieved?**
 - *Solid and high quality performances, as well as feedback from colleagues, community members, parents and students, are used to measure success of instructional goals.*
3. **How do the subject-area goals relate to the schoolwide goals for student learning?**
 - *The Andrews Academy music department seeks excellence and to prepare students for life here and the life to come. As our mission statement says, we “seek to inspire students to think deeply, to live fully, to serve unselfishly and to honor God completely.”*
4. **How are spiritual values infused into the music program?**
 - *Care is given when choosing music literature to make sure there are teachable values. Only texts and rhythms that support a Christian philosophy are considered. Much of rehearsal time is spent helping students interpret and internalize the meaning of text and musical ideas.*
5. **What teaching methods are utilized to meet the students’ varying learning styles, needs, abilities, and interests?**
 - *Because of the varying degrees of proficiency, demonstration, sectional practices, individual assistance, examples through audio and video recordings and live performances are used to help students learn.*
6. **What community resources (human and material) are used to enhance the music program?**
 - *We are fortunate to be able to share the expertise of Andrews University colleagues, printed music from the university music library, resources from the James White and Berrien County Intermediate School District libraries and concert experiences at Andrews University, Lake Michigan College, Notre Dame University and Saint Mary’s College*
7. **How do teachers work together in planning learning activities, both within this instructional area and in other areas?**
 - *“Feast of Lights,” the Christmas concert, is planned and executed by the entire faculty in conjunction with the music department. Interdisciplinary teaching has taken place with both the English and religion departments. Music, in the form of*

song services and special music, is planned each day for worships, as well as for special programs such as weeks of prayer and evangelistic series.

8. How do the content, concepts, and skills presented in the instruction of music create an awareness of available career opportunities?

- *Students are given opportunities through career seminars, student conductor positions, concerts and performances at special times and on tours.*

9. Indicate how the music program prepares students to make decisions about the selection of appropriate music to serve both the spiritual and secular aspects of life.

- *Modeling good music is a very important way to help students understand appropriateness. In preparing music with ensembles, in choosing appropriate music for worships or other sacred meetings, or in choosing music for a talent night, the instructor explains to students why choices are appropriate or not.*

10. Describe how the music curriculum fosters a lifelong appreciation for music.

- *Students are taught proficiency on their instrument such as voice, woodwind, brass, string, etc. They are exposed to a variety of musical styles, forms and periods through ensemble participation and concert attendance and are encouraged to incorporate music into their lives.*

11. Explain how students are given opportunities to develop leadership skills within the music activities.

- *Students are shown the importance of responsibility and teamwork through the ensembles and are given the opportunity to expand their skills through student director positions and for school wide devotions and assemblies. Students are responsible for collecting and distributing music, setting up stands, instruments, loading instruments and tools on the trailer.*

12. What opportunities are provided for students to demonstrate their musical achievements?

- *Students have the opportunity to demonstrate their musical achievements by performing with the choral and instrumental organizations in churches, on tours and in different schools. The students perform individually for week of prayer, during chapel, on tours and special events. Students also may prepare for a public recital.*

13. **How is music used to benefit the school, church, and community?**
 - *Music is used in partnership with worship at school, in Pioneer Memorial Church and other area churches, as part of the PR program in the elementary schools, at alumni gatherings, at community programs- at the Berrien County Historic Courthouse and Orchards Mall -and at concerts with other music organizations.*
14. **How is technology integrated into the learning process?**
 - *Teachers and selected students work with music writing and transcription through software, Cakewalk Sonar. Students are allowed to review performances of themselves and others by DVD recordings in the music classroom. Groups are accompanied by electric piano when an acoustic piano is not available or when a synthesized sound is needed in performance.*
15. **Describe the level of secondary students' participation in the music program.**
 - *There are approximately 165 academy students involved in the seven music organizations at Andrews Academy.*
16. **How much has been spent annually in the last two years on the music program?**
 - *Last year the choral and instrumental together received \$4,000.00. This year it is \$3000.00. This is a total of \$7,000.00. Most of the money was spent for music and some small instruments.*

D. Evaluation

1. **List the improvements in this subject area implemented during the past three years.**
 - *New equipment purchases through a major donor: New 36 inch Bass Drum; new cymbals; new xylophone; new percussion wood storage cabinet; new heavy duty tympani covers; New amplifier, DVD-VCR player. I am planning on having the handbells being refurbished at a cost of \$6,000.00 this summer. Also planning on purchasing "Finale" a computer software for music.*
2. **Identify strengths of this content area. Cite evidence, if available.**
 - *Strong enrollment - 165 students of a 270 member student body.*
 - *Large number of performance ensembles - 7 total.*
 - *Strong performance ensembles.*
 - *Retention of students in ensembles.*
 - *Students continue in music performance at the university level.*

3. **Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.**

- *Improvement in concert sound for band with new percussion equipment. Having the handbells refurbished will have an affect on the sound. Choral groups can listen to demonstrations of new music to be learned. Continued high level of performance due in part to good retention of students in ensembles.*

E. **Recommendations for Improvement**

After reviewing your responses to sections C-D, list in order of priority improvements recommended for this subject area.

- *Offer a Music History and/or Music Theory Class.*
- *Have a computer in a secured room for students who want to explore composing music.*
- *Build an additional rehearsal facility with recital hall capabilities, offices and STORAGE!*

Subject Area – Music

2002 Recommendations:

1. **That the administration and faculty explore the feasibility of utilizing university resources to offer specialized courses in music history and theory to interested students.**
 - *Because of the Academy student schedules' during the day and the time of the music class offerings at the university, it would be difficult to utilize that opportunity at this time. This concept can be studied from year to year since there is a variance in the academy and university class schedule.*
2. **That the board and administration review the adequacy of the budget to provide for regular instrumental purchases and upgrading, as well as musical score acquisitions.**
 - *The music budget is quite adequate for the purchase of music for all of the seven music classes. However, because of the high cost of musical instruments it would not be adequate. The purchase of one large instrument alone would deplete the entire music budget.*
3. **That the university, board and administration study the feasibility of expanding the facility to alleviate overcrowding and scheduling stress between vocal and instrumental programs.**
 - *Having two rehearsal rooms would alleviate the students having to move the instrumental music stands every time the choral organization rehearsed. Another rehearsal room would facilitate a better arrangement of the handbell tables. At this time, the finances at the academy would not support the construction of another rehearsal room.*

PROGRESS REPORT FOR SUBJECT AREA IMPROVEMENT

MUSIC ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Music 1	<i>Provide for specialized music theory and/or music history classes in the curriculum</i>	<i>Establish the interest in such classes from the students view. Ask the music teacher to present a proposal to the Academic Affairs Committee.</i> <i>On schedule with original action plan timeline: ONo</i>	<i>If accomplished, it would provide an additional class in our selective curriculum.</i>	<i>There is a lack of personnel to teach such classes.</i>	<i>The plan has not been seriously considered.</i>
Music 2	<i>Provide for purchase of instruments and musical scores</i>	<i>Ask the music director to write out the instruments needed or equipment that needs upgrading and present it to the finance committee.</i> <i>On schedule with original action plan timeline: OYes</i>	<i>The items that have been accomplished have proven to be very valuable.</i>	<i>Lack of money.</i>	<i>This recommendation has been only partially completed.</i>
Music 3	<i>Add another music rehearsal room.</i>	<i>Not feasible.</i> <i>On schedule with original action plan timeline: ONo</i>	<i>Not feasible.</i>	<i>There is inadequate money to accomplish the task.</i>	<i>Without any building fund, it simply is not feasible.</i>

PHYSICAL EDUCATION

A. Introductory Statement

Because physical fitness and health are vital to the development of the body, mind, and spirit, the physical education program is very important in a Seventh-day Adventist school. As an integral part of the education of all students, physical education should be enjoyable and success oriented. The program should assist students to develop knowledge, attitudes, and skills that will result in practices and attitudes necessary to maintain lifelong physical, emotional, and mental health.

B. Instructional Goals

The physical education program will assist students to:

1. Enhance their understanding of God as the Creator and Sustainer of life and health.
2. Develop a realization that responsible Christian stewardship includes maintaining physical health.
3. Experience physical skill development and activities that contribute to lifelong participation in physical activities.
4. Pursue the highest levels of fitness/wellness for success in work and play, creating a strong sense of well-being.
5. Develop positive self-worth and personal potential through active physical exercise and sports.
6. Understand the importance and balance of independence and teamwork in physical activities, identifying the importance of cooperation.
7. Demonstrate increasing physical agility, balance, coordination, efficiency, and flexibility.
8. Develop improved muscle tone, strength, and endurance.
9. Acquire qualities necessary for good sportsmanship and teamwork

C. **Instructional Assessment**

1. **How is the NAD curriculum guide used to develop the course objectives and course outline?**
 - *The instructional goals that are set out in the NAD curriculum guide are the basis for what is planned and taught in each of the physical education classes.*
2. **What methods are used to determine how well the instructional goals are achieved?**
 - a. *A battery of physical fitness tests (Presidential Council on Physical Fitness) is given periodically throughout the year to evaluate the student's physical progress.*
 - b. *A student's participation in designed activities is subjectively evaluated by the instructors on a regular basis.*
 - c. *Interaction with other students is evaluated by supervising and observing the intramural program throughout the year.*
 - d. *Alumni give valuable insight as to how they incorporate the lessons learned into a continuing active lifestyle.*
3. **How do the subject-area goals relate to the school wide goals for student learning?**
 - *The schools goals include the mental, spiritual, social, and physical areas of education. The instructional goals of the physical education department fulfill the physical part of education in a very real and practical way.*
4. **How are spiritual values infused into the physical education program?**
 - *God created the human body for movement, and the students are taught to keep the body healthy with regular exercise and a healthy diet. Christian values are emphasized in the intramural program as well by teaching students that Christian sportsmanship is important as they relate to others in sports activities. This Christian attitude can be carried into all areas of life.*

5. **What teaching methods are used to meet the students' varying learning styles, needs, abilities, and interests?**
 - *Lectures, assemblies, written projects, videos, group activities, physical testing, and teaching a variety of sports and activities.*
6. **What community resources (human and material) are used to enhance the physical education program?**
 - *The Andrews University swimming pool is available for academy students to use on a regular basis. Some local golf courses offer reduced rates for high school students to encourage more participation in physical activity.*
7. **How do teachers work together in planning learning activities, both within this instructional area and in other areas?**
 - *All three physical education teachers communicate with each other about how their classes are going. We ask each other's advice as to how different strategies are working in their classes.*
8. **How do the content, concepts, and skills presented in the instruction of physical education create an awareness of available career opportunities?**
 - *The students are indirectly exposed to the field of professional education and fitness instruction through observation of the physical education instructors. Students may also gain valuable information through their written projects.*
9. **What aspects of the curriculum provide students with knowledge and skills to pursue lifelong healthful living?**
 - *All the activities that are taught in physical education provide a daily routine of exercise. This provides knowledge and hands-on experiences that will be taken into the future to provide for each student a healthy lifestyle. A habit of regular exercise now will be maintained in the years to come.*
10. **How is the physical education program differentiated from an intramural or other sports program?**
 - *Physical education classes are required for graduation. The intramural program is a co-curricular activity, which is not required. Intramurals enhance the physical education program. Intramurals provide more of a competitive setting than does the physical education courses. Each student has the choice to take advantage of intramurals, but must take physical education.*

11. **Describe the funding process for equipment, uniforms, and other physical education supplies.**
 - *The physical education department receives the majority of its funding through the general school budget. Funding is designated for supplies and custodial work. Alumni sometimes donate money or equipment that is used in the physical education department.*
12. **What strategies are used to ensure the success of all students in physical education?**
 - *A large portion of a student's grade is based on participation in the class activities. All students that participate to the best of their ability in all activities will be successful.*
13. **How is success in physical education measured for students with differing abilities?**
 - *Physical fitness testing gives the student a basis for physical improvement throughout the year. This gives the student a sense of achievement that is not always attached to a letter grade. Some students are given the option of receiving a pass or fail grade if the student, parent, and teacher agree that there are issues that prevent a student from participating fully in the prescribed class activities.*
14. **Explain how technology is integrated into the learning process.**
 - *Computer programs and hardware for fitness evaluation are being used in physical fitness classes. Videos are sometimes used to illustrate certain aspects of a lesson being taught. The internet is widely used to gather information for written projects.*
15. **How much has been spent annually in the last two years on the physical education program?**
 - *(Refer to the school budget)*

D. Evaluation

1. **List the improvements in this subject area implemented during the past three years.**
 - *Independent physical education classes have been added to the class schedule*
 - *Roller Hockey class was added to the class schedule.*

- *Intramural statistics have been recorded for basketball and volleyball to enhance how the teams are set up for tournament play.*
- *Protective mats have been installed behind and under the back boards for safety to players.*
- *An after-school fitness club has been developed for students to be personally trained and evaluated. The full time physical education instructor has been allowed to incorporate this into his class load.*
- *A few new pieces of exercise equipment have been purchased and added to the fitness center.*

2. Identify the strengths of this content area. Cite evidence, if available.

- *A major strength is that the students must take a required three years of physical education and health. This helps the students to maintain a consistent exercise routine throughout each year.*
- *Classes are held either four or five days a week which is consistent with what research suggests.*
- *Classes emphasize physical activity as a lifestyle not just a grade on the student's transcript.*
- *Classes are designed for all students regardless of their abilities or handicaps to be successful.*
- *Intramurals provide an after-school activity for students to be involved in. The program has strong participation from students.*

3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

- *Students have been able to fit independent P.E. into their schedule while taking other classes during the regular school day.*
- *The addition of Roller Hockey class has taught the students that they can have fun playing sports and get an excellent aerobic workout.*
- *The innovative way statistics are being recorded in intramurals has enhanced the idea of cooperation while maintaining a competitive atmosphere. Participation is strong.*
- *Student safety has been improved with the addition of the protective mats in the gymnasium.*

- *Students are more aware of the physical condition of their bodies through the evaluation procedure. Students are excited about exercise and want to improve their fitness level.*
- *The fitness and athletic portions of the curricular and co-curricular activities include all students that want to participate.*

E. Recommendations for Improvement

After reviewing your responses to sections C-D, list in order of priority improvements recommended for this subject area.

- *Improve the physical appearance of the gymnasium: painting, adding new*
- *equipment, a water station, inspirational posters or pictures.*
- *Continue to develop the after school fitness club.*
- *Seek out ways of fundraising for the upgrading of the fitness center.*
- *Include a climbing wall in future plans for the fitness center.*

Subject Area – Physical Education

2002 Recommendations:

1. **That the board, administration, and faculty explore ways to ensure optimum class sizes.**
 - *An independent physical education class has been added to the schedule. This allows seniors to take a class outside of the regular class time slots. This has made more room in traditional offerings for other students. The addition of more staff would greatly enhance the teacher to student ratio.*
2. **That the board, administration, and faculty develop a plan to provide additional fitness equipment to enhance the curricular offerings.**
 - *Several pieces of new equipment have been purchased using the departmental budget that has been provided. Some alumni have donated financial assistance toward buying more equipment for the fitness center and gym area.*

PROGRESS REPORT FOR SUBJECT AREA IMPROVEMENT

PHYSICAL EDUCATION ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Physical Education 1	<i>Determine an approach to provide for optimum class size.</i> <i>Seek additional staffing.</i>	<i>Work on development of an independent PE class. Work with the board on finding funds to hire additional staff</i> <i>On schedule with original action plan timeline: O Yes & No</i>	<i>This has had mixed results. It has not been all bad, but improvements are needed.</i> <i>Additional staffing has been sought with little support</i>	<i>Integrity and willingness to work within the system.</i> <i>Money is the barrier to additional staffing.</i>	<i>The plan has been in place since 2003, but it needs some adjustment.</i> <i>The plan has been considered since the fall of 2007.</i>
Physical Education 2	<i>Provide additional physical fitness equipment.</i>	<i>Work with instructor, and the development director to help obtain additional funding for the physical fitness center.</i> <i>On schedule with original action plan timeline: O Yes</i>	<i>I am sure that it will have a positive effect.</i>	<i>Money is the barrier to additional equipment.</i>	<i>This plan has been under consideration since the fall of 2007.</i>

RELIGION

A. **Introductory Statement**

“The science of redemption . . . is the highest study in which it is possible for man to engage.” –Ellen G. White, *Education*, p. 126. The sourcebook for this study is the Word of God – the Bible. The study of God’s Word is central to the mission of Seventh-day Adventist Christian education and, as such, is central to the curriculum. The instructional program for religion is designed to help students know God so they will respond with love, trust, and obedience to Him. They will understand the science of salvation, accepting God’s saving grace through Jesus Christ, and make Him the focal point of their lives.

Students will be led to understand and endorse the teachings of the Seventh-day Adventist Church and accept the commission of Jesus to witness for Him in their daily lives. “True education means more than the pursual of a certain course of study . . . It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.” –Ellen G. White, *Education*, p. 13.

B. **Instructional Goals**

The religion program will assist students to:

1. Understand and appreciate the workings and purposes of the Trinity—the Father, the Son, and the Holy Spirit.
2. Recognize the authenticity and authority of the Bible as a primary source of knowledge about the Creator God.
3. Develop an understanding that the purpose of Bible study is to become more like God—more open to the influence of His Spirit.
4. Evaluate the compelling evidence in the Bible and nature that demonstrates the worthiness and admirable goodness of the Creator God.
5. Comprehend the dignity of a human being and the high value God places on each one as evidenced in the plan of salvation.
6. Recognize that God has created a universe and humankind on earth with the privileges and responsibilities of free will and personal choice.
7. Develop an understanding of the great rebellion of Satan and its effects on the universe, and God’s love in providing a plan of redemption.

8. Appreciate the greatness and love of God in providing a remedy to the sin problem.
9. Experience personal growth through Bible study and group interaction/discussion.
10. Develop a personal sense of mission, understanding that sharing one's faith is a natural outgrowth of acquiring the knowledge about, and developing a relationship with, God.
11. Becoming a committed, loyal, loving Seventh-day Adventist Christian through Bible study, prayer, and group interaction.
12. Understand and accept the role of the prophetic gift as evidenced in Scripture and in the writings of Ellen G. White.

C. **Instructional Assessment**

1. **How is the NAD curriculum guide used to develop the course objectives and course outline?**
 - *It is the foundation of our four-year cycle of course offerings. While there are differences in the actual titles given specific courses, the content is consistent with the NAD curriculum guidelines.*
2. **What methods are used to determine how well the instructional goals are achieved?**
 - *Exams are designed to measure the students' competency in given subjects. Competency would include at least knowledge of basic facts presented in the course and skills to make application to real life situations. Students create projects to use as instructional devices while making presentations to their peers on assigned subjects.*
3. **How do the subject-area goals relate to the school wide goals for student learning?**
 - *Our learning goal is to restore the image of God in our students. Students are challenged to excel in reading, writing and critical thought. Each course has published objectives that contribute to this restoration process.*
4. **What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?**
 - *Creative projects are undertaken by individuals or small groups of students*

- *Break-out groups discuss and analyze topics*
- *Lectures deepen understanding on relevant topics*
- *Student video projects prepared by students are presented in class*
- *Students are encouraged to pick projects that reflect their talents, interest, and abilities*
- *Power Point and Flash media projects are also presented by students*
- *Students compete against each other in memory games*
- *Reading assignments in textbooks and library resources*
- *Videos on appropriate subjects*
- *Progress reports are published to Ed-Line so that parents and students alike are able to evaluate what progress is being made in the course of study*

5. **What community resources (human and material) are used to enhance the religion program?**

- *Local clergy make presentations in areas of their expertise*
- *University campus resources are utilized*
 - *James White Library*
 - *Horn Archeological Museum*
 - *Adventist Heritage Center*
 - *Ellen White Estate*
- *Seminary students guest lecture in areas of their expertise*
- *Students participate in university sponsored field trips*

6. **How do teachers work together in planning learning activities, both within this instructional area and in other areas?**

- *We have been very intentional in assuring that our instruction is coordinated in such a way as not to duplicate each other's material. Also care has been given to rotate classes on a yearly basis between the two full-time religion teachers to give more cultural and gender diversity to instruction.*
- *Joint field trips have been taken and we often collaborate on lesson plans by asking for ideas and or feedback. Devotional times through the week give the*

music, speech, and technology classes opportunities to work together in presenting worship programs.

7. How do the content, concepts, and skills presented in the instruction of the Bible/ religion courses create an awareness of available career opportunities?

- *Content in various courses provides information about different career opportunities such as mission work, archaeology, witnessing, and other creative ministries. As teachers we share how we chose to become pastors and teachers. We emphasize building committed lay members who are mission minded in whatever vocation they choose.*

8. Give evidence that the religion program leads students to accept Jesus Christ as Savior and to grow in a loving relationship with Him.

- *On almost a daily basis students are confronted with God's claim on their lives. Each year we see students mature into spiritual leaders who then in turn reach out to their peers. Students are regularly invited to commit their lives to Christ in general and to be baptized. Each class period is started with prayer and often times a devotional thought from scripture or a reading.*
- *For example, during the 2007-2008 school year, the school purchased a portable baptistry which was used at the end of the year for a special Sabbath afternoon baptism program during which 11 students were baptized.*
- *Daily, various students utilize the prayer room.*

9. How does the religion program help students to clarify personal and eternal values and apply them as responsible members of a family, church, and society?

- *Seeks to further the restoration of God's likeness in the thoughts and actions of each student*
- *Clarify personal and eternal values*
- *Contrast worldly and Biblical values*
- *Initiated discussions for the purpose of sharing opinions and receiving peer comments*
- *Students respond to thought questions*
- *Demonstrate responsibility as a member of the family, the church, and society*

- *Provide opportunities to plan social events such as weddings, dates, weeks of prayer, and community services projects*
- *To plan worship services for different age groups using drama, music, prayer and Bible study*
- *Be involved in community events, blood drives and political gatherings*
- *Challenge students to be Christians in their behavior outside of school*

10. **How are the writings of Ellen G. White integrated into the instructional program?**

- *She is presented as an inspired prophet of God. Students are made aware of the historical and ongoing challenges made by her detractors.*
- *Her writings are used as devotional guides in class.*
- *As teachers we make it clear that we accept her writings as inspired and as a blessing to those who want to make heaven their home.*
- *A class is taught specifically on Ellen White.*
- *Her books are used as instructional resources.*
- *Some courses require memorization work from Ellen White.*

11. **What opportunities are available to students to share personal faith experiences in school, church, and community?**

- *Students are our most frequent presenters in our daily school-wide morning devotions*
- *They plan and lead out in daily prayer services before school*
- *They present worship programs in the local churches and elementary schools*
- *They are continually informed of seminars, retreats and Bible conferences, that will further equip them for witnessing*
- *Students present our annual Spring Week of Prayer.*

12. **How is technology integrated into the learning process?**

- *Online Bibles are used in class.*

- *Lessons are taught using Power Point and video.*
- *Internet resources are used by the teacher to illustrate lectures and discussions.*
- *Home work is given that requires students to access the internet.*
- *Grades are posted to the internet and sent to personal e-mail addresses.*

13. How much has been spent annually in the last two years for the religion program?

- *In 2006-2007, \$2653.67 was expended in student wages and \$2,632.98 were spent in supplies*
- *In 2007-2008, \$3,731.35 was expended in student wages and \$1,460.38 were spent in supplies.*

D. Evaluation

1. List the improvements in this subject area implemented during the past three years.

- *New reference books have been added to our library.*
- *New media technology has been added to our second classroom.*
- *The three year curriculum has been refined.*
- *Edline is now used to post grades.*
- *A prayer room has been set aside for student use.*
- *An outside reading list has been prepared so that students can earn extra credit.*
- *Wireless network is available in the religion classrooms and most other locations in the building.*

2. Identify strengths of this content area. Cite evidence, if available.

- *Our teaching staff has a wide background of experience in counseling, pastoring, administration, mission work and community service.*
- *We have grade diversity which creates a multi grade classroom experience.*

- *Our facilities are conducive to student success.*
 - *Our classrooms are well equipped.*
 - *We offer a wide variety of extracurricular spiritual growth and leadership opportunities.*
 - *Our students have access to the resources of Andrews University, such as the James White Library, Pioneer Memorial Church and the Horn Archeology Museum.*
 - *We have gender diversity in our teaching staff which is an advantage for both male and female students.*
3. **Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.**
- *We have seen an increase in the number of students participating in the witnessing and leadership training opportunities.*
 - *Students are taking the initiative in the area of community services and global mission of the church.*
 - *Students seek spiritual growth through mentoring and outside reading of devotional works.*
 - *Students are seeking personal growth through prayer and counseling with teachers.*

E. **Recommendations for Improvement**

After reviewing your response to sections C-D, list in order of priority improvements recommended for this subject area.

- *We could offer classes in philosophy from a Christian perspective that will more effectively challenge the post modern mindset which seems to be the default mode for more and more of our students.*

Subject Area – Religion

2002 Recommendations:

1. **That the administration and faculty explore ways to provide time for cooperative departmental and cross-curricular planning.**
 - *The religion department offered a course on C. S. Lewis in cooperation with the English department.*
 - *The religion department is currently offering a course called Survey of Western Philosophers that may be taken for social studies or religion credit.*
 - *The religion department continues to offer New Testament and Old Testament Classics that may be taken for social studies or religion credit.*
 - *The semester after the Austrian tour abroad, the religion offered a class in Reformation History.*
2. **That the board and administration clarify the roles and responsibilities of the department faculty in coordinating campus-wide spiritual activities.**
 - *The plan is that the principal will take charge of scheduling morning devotions starting in the 2008-2009 school year. With the scheduling being centralized from the main office, it should lead to more involvement by the rest of the faculty and provide greater opportunity for students to lead out in song service.*
 - *It is the plan that the Spiritual Life Committee members will be providing the Spring Week of prayer in the 2008-2009 school year.*
 - *The chair of the religion department has been invited to take a group of our students to participate in a NAD prayer summit to be held in Toronto in November, 2008.*
 - *Ms. Darchelle Worley has elevated the level of student involvement in our fall weeks of prayer. Every day sees new groups including: art, monologues, skits and small group leadership.*

PROGRESS REPORT FOR SUBJECT AREA IMPROVEMENT

RELIGION ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Religion 1	<i>Provide opportunities for departments to do cross-curricular planning.</i>	<i>Work with the religion faculty on planning what can be visioned to integrate learning across the curriculum</i> <i>On schedule with original action plan timeline: OYes</i>	<i>We have experienced very good results.</i>	<i>None</i>	<i>Many of these ideas have been utilized over the past several years since the last visitation committee.</i>
Religion 2	<i>Clarify roles in coordination of campus-wide spiritual activities.</i>	<i>Work with religion faculty in identifying where each of the pieces should fit.</i> <i>On schedule with original action plan timeline: OYes</i>	<i>We have had good results.</i>	<i>None</i>	<i>The coordination of this began during the winter of 2008.</i>

SCIENCE

A. Introductory Statement

An understanding of science fosters in students an increased understanding of God's creative and sustaining power. True science is a revelation of the character of God. It is essential that students acquire a knowledge of basic scientific principles and their effect on the quality of spiritual, social, moral/ethical, and economic life. The science curriculum and instructional program should include fundamental science concepts, the application of scientific methods of inquiry in laboratory experiences, and problem-solving skills—all skills that are essential for understanding our modern scientific/technological society and the awesome wonders of God's creation.

B. Instructional Goals

The science instructional program will assist the students to achieve the following:

1. Develop an appreciation for the study of science as a means of learning about God—as Designer, Creator, and Sustainer of universal natural laws.
2. Understand the importance of exercising faith in relating scientific data to the Scriptures and other inspired writings.
3. Acquire knowledge of biological, physical, earth, and health sciences consistent with their level of readiness.
4. Extend their understanding of processes, concepts, generalizations, and unifying principles through guided study, research, and laboratory/field activities.
5. Develop fundamental skills in basic scientific methods—gathering, organizing, interpreting, and communicating scientific information.
6. Recognize the relationships of science, technology, and society evaluating their potential for good and the limitations of each.
7. Develop proficiency in critical and creative thinking and applying problem-solving strategies to everyday situations and problems.
8. Establish a framework of Christian principles for responsible stewardship of natural resources and personal health.
9. Recognize ethical applications of scientific knowledge and the importance of critical analysis in considering conflicting ideas and concepts.
10. Evaluate interests, aptitudes, and abilities necessary for career opportunities in science.

C. Instructional Assessment

1. **How is the NAD curriculum guide used to develop the course objectives and course outline?**

- *The NAD curriculum guide is a resource that the science teachers use to determine the objectives for the course. The science teachers then plan a course outline of activities that would be part of the daily program. Then the course outline is used to make sure the program suggested by the curriculum guide is delivered. When course outlines are periodically revised, science teachers look at the curriculum guide to make certain that the content of the outlines coincide with the curriculum guide.*

2. **What methods are used to determine how well the instructional goals are achieved?**

- *Tests and quizzes are the standard method that is used to determine if the students have reached the instructional goals established for the course. Testing is done at the end of each chapter and at the end of each unit and/or semester. Another important way to determine if students have reached the instructional goals is to do daily activities (labs, seat work etc). The activity provides hands-on experience for students to learn and reach the given goals. During the class periods, the teacher observes and interacts with the students, which provides feedback as to how well the students understand the instruction. If they do not understand, then the teacher can help students, one on one, to achieve the goals.*

3. **What methods are used to determine how well the instructional goals are achieved?**

- *Our school mission statement is “ As a Seventh-day Adventist secondary school, Andrews Academy seeks to inspire its students to think deeply, to live fully, to serve unselfishly and to honor God completely.” In science the concepts taught and the regular labs given require students to think deeply. As we teach science concepts we relate it to daily living situations so that students can take the acquired knowledge so they can live a full life. By encouraging group work during class and after school students help each other learn concepts as a form of serving unselfishly. In everything we strive to honor God completely by having prayers, spiritual discussions, and creating an environment that encourages Christ like behavior as we do our work.*

4. **How are spiritual values infused into the science program?**

- *Each of the science teachers frequently begins class with prayer. As topics arise in the science class spiritual lessons and applications are discussed. The teacher for biology and earth science prefers to incorporate the Christian principles he*

wants the students to learn right into the regular classroom experience. Thus, he doesn't have a mini worship at the beginning of class. Instead, as he teaches the concepts of science he directs the discussion to lead to the Christian principle or issue he would like to impress upon the minds of the student. For example, after he discusses the process of DNA replication, transcription, translation etc. and discusses how exact these process are and how one mistake in the thousands of steps involved leads to a (usually) harmful or fatal mutation. It is then that he discusses how complex God's creation is and how improbable that these processes could ever evolve by chance. It is then that he sometimes reads a Bible text to give the Biblical basis for the point under discussion.

- Sometimes, when the topic is of utmost importance not only does he discuss it, but challenges students to make a written, confidential, statement of commitment on the issue. For example in biology class one of the chapters is human reproduction. The second to last day of the chapter he discusses waiting until marriage as God directs us. After discussing the implications of having sexual activity before marriage and all the problems that arise from doing so before marriage it is then that they see that God's plan is what is best for us. It is then that he hands out little slips of paper for them to check off what their decision is in reference to this issue. The teacher hopes and prays that each student makes appropriate decisions early in life.
- Bible texts are given as a regular part of the daily lab experience. These texts are usually related to the topic of the day. It may lead to a deeper meaning of a parable that Jesus used because we now have a better understanding of the scientific process. Sometimes the questions challenge the students to think what God did to do a miracle. Other times the questions challenge students to make appropriate decisions about ethical or moral issues related to the day's topic. Other times the texts are used to show the power, and glory of God. (See sample questions 6a - 6f from an earth science lab below, this followed a lesson in relative humidity).

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- 6a. Read Judges 6: 36 - 40. What was the first way that Gideon tested God to make sure God wanted Gideon to lead the Children of Israel?
 - 6b. Gideon wanted to double check the results and challenged God one more time to make sure that God wanted Gideon to lead Israel. What was the second test?
 - 6c. How could God accomplish the dewing of the fleece for the first test. Would God have lowered the temperature of the fleece and and raised the ground temperature or would God have raised the fleece temperature and lowered the ground temperature?
 - 6d. For the second test what would God have done with the temperature of the ground to form the dew only on the ground?
 - 6e. Thinking of terms we learned today, what process was God implementing to form dew on the various items?

6f. *Was Gideon convinced of the results and did he accept God's challenge for him?*

- *Another very important way of teaching Christianity is by example. We pray daily that our words, actions, thoughts, etc would be in harmony with God's way. We also pray that our lives will lead students to God.*
5. **What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?**
- Our approach to teaching uses many avenues to meet a variety of learning styles, needs, abilities, and interests. We use the three main avenues by which students learn: visual, auditory, and kinesthetic. Often the first half of the class involves explaining concepts and getting students involved by asking many questions of students. As we discuss items we write them on the chalk board, use powerpoint, or use the overhead projector. Thus we are using auditory input as we discuss things for the auditory learners, and write ideas on the chalk board for the visual learners. We also use many pictures and short video clips to enhance visual learning.
 - We each have the VCR/DVD connected to televisions, or projection system in the classroom. One of the teachers records the news most nights, so when important science events are on the news we can play it in the classroom the next day. The teacher also files a lot of these news clips so he can play them when the topic is being discussed in class later on in the year. The other teacher follows the news on reliable internet news sites, archiving articles which could be used in classroom discussions.
 - Two of the three teachers also have laser disc players which enables them to use thousands of pictures and hundreds of short video clips in our classroom presentation. All science teachers also have a computer hooked up to the television to show educational CD's, digital pictures, or for internet demonstrations.
 - Most days the last half of biology and earth science classes have an experiment for the students to do. Physics and chemistry classes have labs on a routine basis although less frequently basis. These labs appeal to the kinesthetic learners. Thus students have a lab almost every day to reinforce or to discover more details about the information that we discussed in the first half of the class. This is very important in developing the interest of students.
 - Each of the science teachers encourages students to come for extra help. This is a key way to help students with various needs and abilities. By working one on one we are able to help students learn the information, use different methods of studying, and help students with remedial or language needs.

6. **What community resources (human and material) are used to enhance the science program?**
- *The use of community resources is a real benefit for the students of Andrews Academy. Not only are we close to a good university but we are part of the University. Hence teamwork has been established with Andrews University faculty. Some of the science teachers occasionally invite a university professor to make a presentation in our classroom. Because Andrews Academy is part of Andrews University we are able to utilize a lot of equipment in the classroom from the university that is usually not available in the high school class setting. Thus we are able to do such experiments as EKG, EEG, lie detector and many other unique experiments. During the winter senior science students can spend a couple of hours in one of the university PT labs studying human cadavers. Physics Enterprises, a company on AU campus donates/loans equipment for the physics classroom.*
7. **How do teachers collaborate learning activities, both within this instructional area and in other areas?**
- *During faculty meetings we coordinate field trips, special events etc. so that there is no serious overlap of scheduling. Science teachers' preparation class periods occur at the same time of the day so they can confer with each other about curriculum.*
8. **How do the content, concepts, and skills presented in the instruction of science create an awareness of available career opportunities?**
- *One of the good characteristics of the current science textbooks are the numerous science connections to various careers. At various times throughout the year we mention various careers that are available in reference to the topics we have just taught. In one of the classrooms there are various posters indicating what careers are available for various disciplines within the science class students take. One of the science teachers records the news most nights, so when important science events are on the news he can play it in the classroom the next day. He also files a lot of these news clips so he can play them when the topic is being discussed in class later in the year. A lot of these news clips contain content of a professional in the science field doing their occupation and how this work is helping our society.*
 - *Career seminars are another important school wide career program on the Friday of alumni weekend. Returning alumni are asked to present their career and describe what education is needed to be in that profession. It is a powerful tool to see recent graduates in successful occupations. Their presentations are delivered from all disciplines.*

9. **What strategies are used to address areas of controversy, such as creation/evolution and other social issues related to science?**
- *As a Seventh-day Adventist Christ-centered school, Andrews Academy gives students freedom to look at the scientific and spiritual understanding of many issues in science. Students actively examine such issues as the creation and evolution debate, moral and ethical issues involved in genetics, human reproduction, health issues, etc. The value of human life is studied from a Christian perspective as opposed to the secular evolutionary model.*
 - *In the biology class curriculum students are required to read a book published by the SDA church that carefully examines the creation and evolution debate. This book was specifically designed to supplement the secular science textbooks that are evolutionary based. Students then write a book report summarizing each of the chapters. The last part of the report is to reflect and record how this book has impacted the student's views on the creation and evolution debate.*
10. **How does instruction in science lead students to a better understanding of environmental and conservation issues?**
- *Environmental and conservation issues are presented in two chapters of earth science, and two chapters in biology. It is here that students learn about a lot of these issues from the text and by doing practical lab experiments to help explain the concepts. Each biology and earth science student is required to think about ways to help save the environment and help conserve resources. After discovering ways of doing so, they are to incorporate these ideas into their daily activities. This is done by having students turn in a list of 22 things they have done to help the environment and help conserve resources. This list of 22 items is due April 22, Earth Day. They are given a number of months before this deadline to help develop their lists.*
 - *Each science teacher encourages students to recycle papers that they would otherwise throw out. The school and University has a school wide recycling program for various items, paper being the most predominant one.*
 - *Personal safety issues are discussed in the science classes. For example in physics classes they discuss the physics behind the effectiveness of seatbelts and air bags in minimizing personal injury in an automobile accident.*
11. **Describe the adequacy of available laboratory equipment and materials.**
- *For our present curriculum adequate laboratory equipment and materials are available and are regularly used in the classroom. Each science teacher is given an adequate budget to purchase materials for the year and to purchase equipment needed to improve laboratory experiments.*

12. How and to what extent are students given opportunities to investigate the important concepts of science through inquiry and demonstration?

- *Hands on activities occur each day in the earth science and biology classes. The class period usually consists of a lecture/discussion the first half of class and then a hands on activity for the last half of each class. The chemistry and physics labs are usually longer and sometimes takes the entire class period. So some days are lecture/discussion, and others are laboratory experiences, and some are a combination of both.*
- *Two of the science classrooms have laser discs connected to the television. Each disc has thousands of pictures for references, as well as many short videos. All science classrooms have the computer connected to a television or video projection system. Each also has internet availability which can be used in the classroom as part of the presentations. This is a valuable tool to observe current weather maps in earth science classes.*
- *The science classrooms are well-equipped for most high school science labs that are traditionally done. We are very fortunate to be closely associated with the university so we can borrow equipment from the university and use in our classroom that is normally not available for high school use. We can also go over to the university and use the labs there. (See question 6 for more details)*

13. How is technology integrated into the learning process?

- *As indicated in question 12, students are given multiple numbers of opportunities to investigate important concepts of science through inquiry. Demonstration of concepts are made frequently by all science teachers as we have the lecture/discussion portion of our class. On some occasions the laboratory experiment for the day is done by a demonstration experiment when safety is an issue, or it is too time consuming for each student to do.*
- *Video, laser disc, computer CDs, and internet technologies are used on a regular basis in the science classrooms during lectures as well as laboratory experiences. Numerous other technologies are used in the frequently occurring labs such as microscopes, electronic balances, mechanical balances, graduated cylinders, dissecting equipment, computer based data collection for some physics labs/demonstrations which dramatically improves precision.*
- *(Please see questions 5, 6,11,12 for more details)*

14. **How much has been spent annually in the last two years for science in grades 9–12?**

- *The yearly budget for earth science and biology has been \$1,000.00
Expenditures for 2006-2007 were: \$1,148.77
Expenditures for 2007-2008 were: \$582.24*
- *The yearly budget for chemistry has been \$1,000.00
Expenditures for 2006-2007 were: \$952.79
Expenditures for 2007-2008 were: \$109.66*
- *The yearly budget for physics has been \$500.00
Expenditures for 2006-2007 were: \$197.24
Expenditures for 2007-2008 were: \$441.64*

D. **Evaluation**

1. **List the improvements in this subject area implemented during the past three years.**

- *The physics department obtained a video tracking program to visually track the movement of an object when studying motion.*
- *The physics teacher created a series of power point slides to enhance the classroom presentation for the entire year's curriculum.*
- *Earth and lunar globes as well as celestial globes have been purchased for the earth science curriculum.*
- *Numerous small items have regularly been purchased to increase the availability of equipment for hands-on learning. Such items as magnifying glasses, testing papers, test tubes, and many many more small items.*
- *The physics department purchased a numerous pieces of equipment for labs.*
- *Earth science incorporates the use of the internet in its classes.*
- *The chemistry department has purchased a variety of glassware, a potato clock and numerous other expendable materials.*

2. **Identify strengths of this content area. Cite evidence, if available.**

- *Instruction is being given by teachers whose major strength is in that area.*
- *The articulation of content area is between elementary with secondary, and*

secondary with college classes.

- *A science emphasis program called Andrews Academy Science Emphasis Program (AASEP) has been in existence since the fall of 1993. This provides an enriched science curriculum with a Christian perspective for qualified Andrews Academy students.*
- *Another rather successful program is the K-16 collaboration that exists with Ruth Murdoch Elementary, Andrews Academy, and Andrews University. If an eighth grader and sometimes seventh grader is doing exceptionally well in their science program they can choose to take earth science or biology class at Andrews Academy instead of the regular 8th grade science classes. This enables the student to receive one credit for a nominal fee before they even enter the academy. When students enter their senior or junior year at the academy, they may choose to take college science classes at a 50% discount. Thus when they graduate from the academy they already have one or more college credits completed. These requests are made on an individual basis with approval granted from the academic affairs committee.*
- *Standardized test scores for science at Andrews Academy are routinely high compared to those from the county, state and nation.*

3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

- *Students have learned sufficient to successfully take college foundations of biology, chemistry, and physics classes upon completion of high school. Some even take these classes during their senior year of high school.*
- *Increased enrollment in physics classes.*
- *Andrews Academy students consistently score in the upper quartile of Andrews University freshmen biology classes.*

E. Recommendations For Improvement.

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

- *Reduce teaching load to five classes to improve classroom instruction, provide more time for teachers to talk with and help students, and provide more time for teachers to coordinate learning within and between disciplines.*
- *Select and then incorporate a new biology textbook for the biology curriculum.*

- *Purchase calculators for students to use in the physics classroom.*
- *Purchase a complete set of chairs for the physics classroom to replace broken and damaged chairs.*
- *Purchase two or three computers for the chemistry classroom for tutorial work.*
- *Install a ceiling digital projector for the chemistry classroom to be used for daily classroom instruction.*
- *Set aside some time so chemistry and biology teachers can reorganize, remove unused equipment, and then clean chemistry and biology workroom/storage areas.*

Subject Area – Science

2002 Recommendations:

1. **That the administration and faculty seek ways to increase available space for the physics classroom to accommodate demonstrations and hands-on activities.**
- *The physics department at Andrews University has offered the use of their lab space on Fridays. However, the logistics of this arrangement would make it quite impractical. The methods currently used for the instruction of physics include laboratory demonstration in the present setting.*

PROGRESS REPORT FOR SUBJECT AREA IMPROVEMENT

SCIENCE ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Science 1	<i>Increase available space for physics classroom.</i>	<i>Not feasible.</i> <i>On schedule with original action plan timeline:</i> <i>○ No</i>	<i>Unknown</i>	<i>Not feasible.</i>	<i>Not feasible.</i>

SOCIAL STUDIES

A. Introductory Statement

The social studies program in Seventh-day Adventist schools is designed to emphasize the theme of God's guiding hand in history and his loving concern for humanity. It endeavors to give students an opportunity to develop an appreciation for the biblical concepts of human worth and the value of service to humanity. Social studies acquaints students with the contributions of different cultures to the developing story of humankind and encourages them to become responsible citizens.

B. Instructional Goals

The social studies program will assist the students to:

1. Develop an understanding of the origin, nature, purpose, and destiny of humanity based on a Seventh-day Advent world view.
2. Acquire a knowledge of factual historical information and recognize the relevance of historical events on civilization throughout the ages.
3. Recognize God's purpose for people and nations by relating history and Bible prophecy.
4. Analyze, evaluate, and apply information gained through the use of a variety of research and study skills.
5. Communicate historical information and interpretations effectively.
6. Demonstrate the skills essential for effective social interaction cooperation with others.
7. Develop a personal system of ethics for responsible citizenship based on integrity, morality, and personal responsibility.
8. Recognize the value of patriotism and accept the privilege of serving others through the rights and responsibilities of citizenship.
9. Develop the judgement, perspectives and analytical skills essential for a productive citizen participating in a contemporary society.
10. Develop a value system based upon respect for human and civil rights, religious tolerance, and multi cultural understanding.
11. Develop and individual sense of identity, purpose, and importance in the human story.
12. Participate in activities that demonstrate Christian concern for and acceptance of the world mission of the Seventh-day Adventist Church.

C. **Instructional Assessment**

1. **How is the NAD curriculum guide used to develop the course objectives and course outline?**
 - *The NAD curriculum guide is used as a reference source when course objectives and outlines are made.*
2. **What methods are used to determine how well the instructional goals are achieved?**
 - *Chapter and unit exams, along with daily quizzes and discussions are used to determine how well instructional goals are achieved.*
3. **How do the subject area goals relate to the school wide goals for student learning?**
 - *Subject area goals are a part of the school wide goals for student learning and in harmony with the philosophy and learning goals of Andrews Academy.*
4. **How are spiritual values infused into the social studies program?**
 - *Faith is integrated in the Andrews Academy social studies program in many ways. Daily prayer and a short devotional thought is presented at the start of every class. Each class is conducted based on Christian principles and ideals. Spiritual values are further integrated by the choice of topics discussed and researched during the course of the year. Faith is integrated into the Andrews Academy social studies program by emphasizing God's concern for every individual and nation. Finally, the Andrews Academy social studies program promotes a philosophy that advances the idea of the universal brotherhood of man.*
5. **What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?**
 - *Recognizing that students have different learning styles, needs, abilities and interests, the social studies program at Andrews Academy provides a variety of teaching methods and educational experiences that are designed to reach each student. These methods include: direct instruction, field trips and educational tours, classroom discussions, small group work, documentary films, individual research project, role playing activities, mock elections and guest speakers. Individual tutoring and instruction is available from the instructor and from the special needs teacher.*

6. **What community resources are used to enhance social studies?**

- *The social studies program at Andrews Academy utilizes community resources in a number of ways. Our affiliation with the university gives us access to many guest speakers who are experts in their fields of study. Because we have such a diverse community, parents who are from different countries are invited to come to geography class to tell the students about the countries and cultures that they represent. In addition, students have the opportunity to use the university library and take social studies course work at the university as part of the college enrichment program.*

7. **How do teachers work together in planning learning activities, both within this instructional area and in other areas?**

- *Time is spent in faculty and committee meetings planning and coordinating the many different learning activities that go on at Andrews Academy. The academic affairs committee works with the yearly schedule to decide what social studies course will be offered as well as a number of other academic issues. The social studies department works with the English department every year to develop an educational tour that blends both historic and literary studies.*

8. **How do the content, concepts, and skills presented in the instruction of social studies create an awareness of available career opportunities.**

- *Career opportunities in the social studies field are explored as part of the social studies curriculum. There is a focused endeavor to bring in guest speakers who are currently working in related fields, such as professors, geographers, politicians, lawyers. When a social studies tour or field trip is taken students are encouraged to be aware of the people working in jobs related to social studies such as museum curators and etc.*

9. **How does the instructional program integrate the use of critical-thinking skills in analyzing historical and social issues?**

- *Students are encouraged to use critical thinking skills during class discussions and with the various assignments they are given. For example, in the geography course we discuss and attempt to understand and appreciate the diversity found in the various cultures studied. Students compare and contrast different cultures and time periods to those of the present. Various assignments in all of the social studies courses require the students to use critical thinking skills. From assignments in government class about issues related to free speech and the importance of the separation of church and state to the discussions in American history class about the Vietnam War and the war on terrorism, students are encouraged to use higher level critical thinking skills to analyze the problems posed by each topic and era studied.*

10. **What opportunities are provided for students to apply their knowledge of democracy, responsibility, and civic values to school and community?**

- *Students apply their knowledge of democracy by participating in the student government. Also, in class meetings the students get the chance to vote for or against items that relate to class business. By doing this, students are taking responsibility for what happens to and around them. The students are reminded that they are representatives of our school, church, community and country. They are encouraged by all faculty from the principal to the custodian to act accordingly. In government class we hold a mock election every year. The students eligible to vote in public elections are encouraged to do so. The history teacher transports eligible students to the precinct.*

11. **How are multi cultural contributions to society and the value of diverse religious, social, and ethnic groups emphasized in the social studies instruction?**

- *In the social studies classes many diverse cultures are studied and celebrated. The curriculum is as inclusive as possible. Whether it is the ancient Mayan civilization or modern Japan students are encouraged to learn about the many diverse religious, social and ethnic groups found in the world both past and present. Students are encouraged to develop a Christian world view that is based on tolerance and multi cultural understanding.*

12. **How is technology integrated into the learning process?**

- *Technology is integrated where possible and beneficial. Technology is incorporated into the teaching and learning process through the use of various video, power-point and internet research assignments and presentations.*

D. Evaluation

1. **List the improvements in this subject area implemented during the past three years.**

- *Improvements in the social studies department during the past three years include: new desks and chairs for room A-31, a new video projector, new computer software and videos and the primary social studies instructor completed MA degree.*

2. **Identify strengths of this content area.**

- *The wide variety of multi-media material for classroom instruction and student enrichment.*
- *A yearly history tour to locations such as New England, Canada, Washington*

D.C. Philadelphia Pa. Atlanta Ga. which provide students with on-site learning experiences.

- *The wide range of class offerings and options for social studies college enrichment at the university.*
- *A certified instructor in history who has a passion for the subject matter and classes taught and who truly cares about the students under his supervision.*
- *Student access to an excellent on campus library and additional access to the university library.*
- *A pleasing classroom environment that is conducive to learning.*
- *The cadet and student teachers who bring a variety of teaching methodologies and perspectives.*

3. **Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.**

- *The new desks and multi media additions add to an environment that is both engaging and conducive to learning. The new desks provide more space for students to work on projects in class. The students have not only a wide variety of course choices here at the academy, but the advanced students are able to go over to the university and take college level social studies course work. The regular educational tours add excitement to the curriculum and enable many of the students to widen their understanding of history and geography by visiting historical sites first hand.*

E. **Recommendations for Improvement**

After reviewing your responses to sections C – D, list in order of priority improvements recommended for this subject area.

- *Update and add to the wall map collection*
- *Update classroom computer*

TECHNOLOGY EDUCATION

A. Introductory Statement

Adventist schools include instruction in practical arts and industrial-technology skills. Technology education plays an important role in preparing youth to live and work successfully in a fast-changing society. Technology education also provides skills that can be used to find entry-level jobs and equip students for Christian witnessing/service. In Adventist schools, technology education, with its “head-heart-hand” characteristics and practical skill development, has the potential to inculcate traits, qualities, and truths that will affect the student for life.

B. Instructional Goals

The technology education program will assist students to:

1. Develop an awareness of technological processes, the use of resources, and the impact of one’s technological activities on the environment and society.
2. Identify, evaluate, select, and use technological resources in practical situations.
3. Demonstrate the ability to work productively, safely, and cooperatively with others.
4. Develop the skills to process resources to meet job specifications and production goals.
5. Understand the importance of developing skills that can be utilized to enhance and support a personal involvement in Christian service projects.
6. Explore the opportunities for service in careers requiring skills in technology.

C. Instructional Assessment

1. **How is the NAD curriculum guide used to develop the course objectives and course outline?**
 - *The 2000 NAD Position Paper on Vocational and Technology Education is very general and not subject/course specific. The goals and rationale are essentially identical to those of the department and the school. They are used directly when a course is initially offered and after that only when specific courses are evaluated within the department. All of the goals are addressed when considering the scope of courses offered in the department.*
2. **What methods are used to determine how well the instructional goals are achieved?**
 - *Several methods are regularly used depending upon which goals are being evaluated. Student achievement as measured through testing and projects/activities is one indicator within current courses. Direct student feedback during or after presentations is used as well. Observation is used extensively in determining success of some of the goals. Surveys are sometimes used for overall course evaluations. Other feedback is received through colleagues and the administration and parents. Long term feedback is often received from alumni regarding their experiences in departmental courses.*
3. **How do the subject-area goals relate to the schoolwide goals for student learning?**
 - *Technology education is an important part of a balanced, complete curriculum that addresses the development of the whole person in preparation for life. Though technology education supports all of the general curriculum goals, it supports most those relating to interpersonal relationships, responsible citizenship, intellectual development, communication, life skills, and career and service. It provides opportunity for students to use both the mental and the physical abilities in accomplishing tasks that require hand/eye coordination, to develop their abilities in visualizing, planning, and applying data and skills through practical applications (projects) and problem-solving activities both individually and in small groups. It helps prepare them to understand and utilize the technology that is integral to today's society.*
4. **How are spiritual values infused into the technology education program?**
 - *There are several ways that spiritual values are incorporated into the program. In some cases their inclusion is the result of a specific, planned experience. For example, in driver education students write a short paper explaining what they think the principle is in Ellen White's statement that women should learn to*

harness and drive a horse and how it applies today. In most cases Christian values are discussed as topics naturally present themselves in the subject matter. Often these are related to Christian stewardship in relation to the environment and societal issues related to technology. In many cases it is not planned as student conversations, questions, and comments present great opportunities whether these are regarding the topic under discussion or unrelated issues.

5. What teaching methods are used to meet the student' varying learning styles, needs, abilities, and interests?

- *Each course includes multiple methods to meet varying student learning styles. These include individual and group demonstration, the use of AV media, lecture, discussion, problem-solving activities, individual and group projects/activities, brainstorming, and skills exercises.*

6. What community resources (human and material) are used to enhance the technology program?

- *There are several ways that the community resources are used. Andrews University departments and staff are often used as a source of information related to course content and occasionally to obtain materials. Certain individuals have been excellent resources in developing course content through the years. Parents occasionally become directly involved in providing support in the department. Guest speakers are used to supplement course content. Sometimes community members provide items for use in classes such as lawnmowers for the small engines course and bicycles for bicycle repair. Donated vehicles are sold and the money is used for purchasing items for the department.*

7. How do teachers work together in planning for the coordination of learning activities, both within this instructional area and in other areas?

- *Since there is only one teacher in the department there is no need to plan internal coordination. Most coordination with other areas is accomplished by individual conversations with faculty or administration and discussion in faculty meeting.*

8. How do the content, concepts, and skills presented in the technology education program create an awareness of available career opportunities?

- *In each course related career options are a part of the content in classroom presentations, discussions, and homework. Requisite skills, aptitudes, and career preparation are included in these. The hands-on activities provide opportunity in using processes, tools, and machines to help students decide if they possess the ability and interest to actually consider the area as a possible career option.*

9. **Give examples of student work demonstrating their ability to combine theoretical knowledge with practical applications.**

- *The following examples illustrate opportunities provided to develop this ability:*

<i>auto mechanics:</i>	<i>checking tire pressure, checking fluid levels, removing and replacing an engine in a FWD automobile</i>
<i>bicycle repair:</i>	<i>removing and patching a tube, truing a wheel, replacing brake pads</i>
<i>metals:</i>	<i>developing plans, determining material needs, laying out, cutting, bending, spot welding, applying a finish, and installing hardware in the process of making a toolbox</i>
<i>woodworking:</i>	<i>cutting parts accurately and joining them together to make a picture frame</i>
<i>photography:</i>	<i>setting image resolution, enlarging and cropping to specific size, and adding text to make a poster from a digital image</i>

10. **What procedures are in place to ensure that equipment is updated on a regular basis to support instruction?**

- *Requests for equipment are submitted to the equipment and technology committee where they are considered and prioritized based on need and available funds. As is true of most schools, there is always a shortage of funds to cover all requests. In general, industrial equipment does not need to be replaced very often unless it has become damaged beyond repair, is worn out and parts are not available or has become obsolete. Drillpresses, table saws, scroll saws, buffers, and grinders, for example, have not materially changed and older ones are as useful as new ones. Smaller items such as hand drills, rotary tools, oscillating sanders, and air wrenches are replaced with the departmental supplies budget at the instructor's prerogative.*

11. **What opportunities are provided for students to develop skills for leisure-time activities?**

- *Virtually all of the areas taught in the department have content and develop skills appropriate for leisure-time activities whether in auto mechanics, bicycle repair, woodworking, metalworking, graphic arts, drafting, photography or others. One course, crafts, is offered which is specifically designed just for this purpose. It covers craft activities in plastics, wood, metal, and leather.*

12. **Cite evidence that shows technology courses are meeting the needs of current students.**

- *Technology education courses are essentially elective courses in that none are*

required to graduate though they do meet graduation requirements for the 1.5 units of applied arts credit. There is no specific instrument used to determine the answer to this question. If class size is used as a determiner, then there are certain popular courses that would seem to be meeting student needs. These include photography, graphic arts, and personal auto care. Alumni often mention to the instructor that they still use skills learned in specific courses taken in the department. In some cases courses taken helped in career decisions.

13. How is technology integrated into the learning process?

- *To the technologist all tools and machines are technology so technology is the core of all courses taught in the department. If the question implies the use of higher technology, then there are several ways that it is used in classes. Most courses include the use of various multi-media resources for instruction. Computers are used extensively in several courses including graphic arts, photography, video imaging, and drafting. The department has two computer labs that generally meet class needs for courses. The department has numerous film cameras, digital cameras, and camcorders for use in classes.*

14. How much has been spent annually in the last two years on the technology program?

- *During the past two years the department has had an annual teaching supply budget of \$1000 which was used for smaller items. Approximately \$1000 was spent on purchasing and installing new thermostatic mixing valves in the darkroom. A used heat press was purchased for \$400 so that dye sublimation printing could be added to the graphic arts program. An \$450 Epson wide-format inkjet printer was purchased to better support the photography course and to provide quality images for the senior composites. These items and the supply budget equal approximately \$2000 per year.*

D. Evaluation

1. List the improvements in this subject area implemented during the past three years.

- *Improvements to the department fall into two areas: changes in the curriculum and in hardware added. Several changes have been made in the curriculum which have met with student approval. Auto mechanics, which follows personal auto care, was changed to a lab-only course since there never is adequate time in personal auto care to gain enough experience. In photography “photo safaris” were added. These are walking photo shoots at various locations on campus which provide not only photo opportunities but excellent time for personal interaction with the instructor and the other students in the course. The amount of digital work in photography was also increased to more accurately reflect what*

practice is in the real world. Crafts class was re-instituted based on student requests. The department sponsors a trip to the annual Chicago Auto Show in February for departmental students.

- *There were improvements in the technology available for classes as well. The thermostatic mixing valves in the darkroom were repaired so that both sinks are fully functional. A used heat press was purchased so that dye sublimation printing could be added to the graphic arts course processes. Eight used computers were purchased to upgrade some of the older ones in the lab. A prosumer level Epson inkjet printer was added to the computer lab. A small bench-top drill press was added to the machines in the general shop.*

2. Identify strengths of this content area. Cite evidence, if available.

- *The wide variety of subject areas offered (woodworking, metals, drafting, photography, graphic arts, auto mechanics, small engines, bicycle repair, crafts, video imaging).*
- *The option for further in-depth study after taking the foundation course in any of the subject areas through the project course offering.*
- *The opportunity to develop problem-solving activities in many of the courses.*
- *The emphasis on practical application rather than just theory through hands-on activities in all the courses.*
- *The well-equipped labs that allow all the various areas to be offered.*

3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student development and learning.

- *Changing the auto mechanics format has allowed students to gain more experience in actually doing repair work on automobiles. Personal auto care never has enough time for adequate hands-on experiences because of the larger class size and fewer instructional minutes per week. When major amounts of instruction and homework were included in auto mechanics lab time was reduced significantly. Several students have commented on how much they enjoyed the new approach.*
- *Adding the “photo safaris” has added a new level of enjoyment to the photography course and has been a positive experience mentioned by most students in the course. It provides an excellent opportunity for personal interaction between students in the course as well as for taking pictures for some of their photo assignments. The latter reduces the amount of time the students need to spend outside of class to complete photo assignments.*

- *The used heat press allowed dye sublimation printing to be added to the graphic arts course. This provides a much quicker way to do simple, one-color designs that might normally be done with screen printing. More importantly, it makes it possible to do full color photographs on garments without all the hassle and expense of doing color separations and preparing multiple screens for screen printing.*
- *Replacing some of the older computers in the lab has reduced the amount of problems encountered with hardware and has made things faster. Essentially this means that more adequate stations are available for student use and that projects take less time and reduce the level of student frustration.*

E. Recommendations for Improvement

After reviewing your responses to sections C-D, list in order of priority improvements recommended for this subject area.

There are many little improvements that need to be made in specific courses and in updating certain equipment/technologies that will not be addressed here as they are a part of the normal practice of pre and post-evaluation that is done for each course offering. The following are major ones that need discussion, input, funding, and decisions involving more than just the department:

- *The number of courses offered each semester needs to be increased. The offerings have been significantly reduced during recent years to the point where there are only three courses offered each year. This limits how often a particular course is offered and the number of options available to students. Some courses have not been offered for several years. Some students have expressed disappointment that there was nothing to take where they had a free period. There is also the inevitable conflict that arises because the popular courses are offered more often than others.*
- *Some of the newer technologies need to be added to the department. These would include a CNC router for use in woodworking and several of the basic technology courses. CNC machining with a desktop mill and lathe and a CNC plasma cutter would enhance the experiences in metalworking. A laser engraver would have application in several courses: replace the old rubber stamp process in graphic arts as well as add engraving options and be used in woodworking and metalworking. The addition of these newer processes is not meant to supplant basic hand tool processes, which are still sorely needed, but to add current industrial processes. Unfortunately none of these are inexpensive but neither are they prohibitively expensive.*
- *A course in computer repair (A+ Certification) would be a good addition to the*

departmental course offerings and has been suggested several times by the administration. To this point the logistics of accomplishing it have not been put in place.

- *More time in the department needs to be made available for the instructor to have adequate time for maintaining and repairing current technology. His current responsibilities do not allow for this.*

Subject Area – Technology Education

2002 Recommendations:

1. **That the university, board, and administration complete the installation of the dust collection system in the shop and finishing room to improve air quality.**

This still has not been accomplished.

2. **That the board and administration review the adequacy of the budget to provide for the materials and equipment necessary to support a sound program in technology education.**

The teaching supplies budget generally comes close to meeting departmental needs. An increase of 30 - 50% would seem to be adequate. No department has an actual equipment budget. Instead, requests for purchases are submitted to the equipment and technology committee by all departments. These requests are considered and prioritized by the committee based on their urgency and importance as well as available funds. Often available funds are unable to cover all the requests and at times items must unexpectedly be replaced that were not included in the original budget considerations. The equipment budget was reduced to \$5,000, 50% of it's usual amount, during the last three years making the situation more difficult.

PROGRESS REPORT FOR SUBJECT AREA IMPROVEMENT

TECHNOLOGY EDUCATION ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Technology Education 1	Finish the dust collector system in the technology area.	See if we have all of the materials to accomplish the task. Purchase what is yet needed. On schedule with original action plan timeline: ONo	Unknown	Insufficient enrollment and insufficient time to make the project happen.	As yet, the project has not been started nor even close to completion.
Technology Education 2	Increase the technology education budget to provide for needs.	Check with the departmental teacher(s) to determine the needs. Take the request to Finance Committee for action. On schedule with original action plan timeline: OYes	We are satisfied with the improvements that have been made to date.	Money and lack of enrollment in the department.	Until the enrollment increases, we probably will not see a significant increase in funding from the operating budget.

WITNESSING/SERVICE

A. Introductory Statement

Since Seventh-day Adventist schools place special emphasis on social and spiritual responsibility, the practice of service for others must be a vital component of each student's education. Witnessing/service experiences should be designed to elevate practice to a level with theory. Ideally, Christian witnessing/service opportunities will strengthen the student's personal relationship with Jesus, enhance positive interpersonal relationships with others, and train and empower students for lifelong service.

B. Instructional Goals

The witnessing/service program will assist students to:

1. Develop a personal commitment to Jesus and respond by reaching out in spontaneous love to all within their sphere of influence.
2. Understand and demonstrate appreciation and respect for the worth of humankind through service activities.
3. Identify the spiritual, physical, intellectual, and emotional needs of others and respond with loving care and courtesy.
4. Acquire an awareness of their own spiritual gifts and utilize them for witnessing and service.
5. Develop positive social skills and interpersonal relationships through cooperation with others in useful service activities.
6. Acquire the ability to present the beauty of the gospel of God's saving grace in clear, concise terms.
7. Develop a sensitivity to the leading of the Holy Spirit in watching for opportunities to lead others into a saving relationship with Jesus Christ.
8. Develop a lifestyle of witnessing and assume personal responsibility for helpful service in the home, at school, at church, and in the community.
9. Acquire knowledge about the resources available through the church, school, and community for supporting and assisting witnessing/service activities.
10. Develop a personal sense of mission and participation in the gospel commission as a member of the Seventh-day Adventist Church.

C. Instructional Assessment

1. **How is the NAD curriculum guide used to develop the witnessing / service program for the school?**

- *It is the foundation of our four-year cycle of course offerings. While there are differences in the actual titles given specific course, the content is consistent with the NAD curriculum guides.*

2. **What methods are used to evaluate the witnessing / service program?**

- *Proposed programs are evaluated and refined as a result of one to one interviews with the teacher*
- *Segments of various programs are rehearsed before classmates*
- *Each program has a dry run and is frequently video taped for objective feedback.*
- *Following presentations students are debriefed and ideas for improvements noted.*
- *Presentations made in front of large audiences in various settings are given in place of exams.*

3. **How do the goals for witnessing / service relate to the school wide goals for student learning?**

- *Service and witnessing opportunities are incorporated into various class and organizational calendars.*

4. **What experiences or opportunities are utilized to meet the students' varying learning styles, needs, abilities, and interests?**

a. *Projects that are put on by small groups of students*

- *Song services*
- *Dramatic skits*
- *Preaching*
- *Leading out in prayer services*
- *Staging and prop creation*
- *Giving Bible studies*

b. *A variety of issues are covered, they range from evangelism to social issues*

c. *Service and witnessing skills are demonstrated by the teacher*

d. *Video projects prepared by the students are presented in class*

e. *Internet research projects are shared in real time during class*

f. *Power Point and Flash media projects are also presented by the students*

5. **What community resources (human and material) are used to enhance the witnessing / service program?**

a. *Pioneer Memorial Church and other local church facilities are utilized*

b. *Services opportunities are coordinated through*

- *State and county parks*
- *Women's shelters*
- *Community service organizations*
- *Local business*
- *The Special Olympics*
- *Local Libraries*
- *ADRA*
- *The Humane Society*
- *Reach International*

c. *Witnessing opportunities are coordinated through....*

- *Andrews University*
- *Local churches*
- *Local schools*
- *Summer youth camps*

6. **How do teachers work together in planning for the coordination of witnessing / service activities?**

- *Music is coordinated with the music department*
- *Media presentations are presented in conjunction with the technology teacher and his workers*
- *Care is given so that scheduling conflicts are avoided*
- *Teachers work in conjunction with various other organizations*
- *Teachers mentor, counsel and pray with students seeking personal spiritual growth through service activities*

7. **How are students made aware of the impact of personal lifestyle choices on witnessing / service experience?**

- *Christian leaders are brought in to speak to students about what it means to be Christians in our world today.*
- *Alumnus are invited to put on career seminars*
- *Assembly time is regularly used to make students aware of this*

- *Bible classes, Bible camps and leadership retreats are all used for this purpose.*
 - *One on one mentoring by the teachers*
8. **What components of the program are used to create an awareness of career opportunities that emphasize witnessing / service?**
- *Students are given direct coaching by teachers in services and witnessing skills*
 - *When talent is perceived, encouragement to use them to God's glory is given*
 - *Students receive direct verbal affirmation from those they are witnessing to or serving*
 - *Professionals in our audiences have been very supportive of our students' efforts, giving them direct and immediate confirmation that God is using them and has plans for their futures*
 - *Students go to leadership retreats where this is the main focus*
 - *Youth camps recruit our students as staff*
 - *Our Leaders on Leadership forum sponsors assembly programs with outstanding leaders from various fields presenting.*
9. **What part do students play in planning, implementing, and evaluating the witnessing / service program?**
- *Each program is created with a specific result in mind*
 - *Witnessing programs are often repeated and refinements are judged in open discussions following each presentation*
 - *Spiritual Life committee is a forum in which spiritual events are planned and discussed with the elected pastors of all classes and school organizations*
 - *Service projects are frequently performed for repeat customers. Failure on our part would result in no invitation to return. This has not been the case.*
10. **Describe the witnessing / service activities that project a positive image of the school in the local community.**
- *Community service days for the whole school are coordinated through the religion department.*

- *Our music department goes on tours presenting church and school programs*
- *The National Honors Society actively promotes community service as a way of life for all students*
- *Feast of Lights is a musical program put on for the whole community each Christmas.*
- *Every two years a member of the religion department plans a mission trip for the school*

11. Provide evidence of the impact witnessing / service activities have on students.

- *Students in the National Honors Society initiated an ADRA benefit dinner*
- *Students have raised money for staff members who needed help*
- *Students have raised money for other children's Christian education.*
- *Students voluntarily participated in blood drives*
- *Students voluntarily participate in 30 hour famine fundraisers*

12. How is technology integrated into the learning process?

- *Students have created professional quality posters for service projects*
- *Video has been shot and edited by students to encourage participation in witnessing and services projects*
- *Students use the internet to research disasters around the world and to discover how they can help to make a difference.*

13. What funds are available (source and amount) to support the witnessing / service program?

- *There is no separate budget for the support of the program. When funds are needed, money is either taken from the general operating fund or the money in the supplies of the religion department.*

D. Evaluation

1. List the improvements in this subject area implemented during the past three years.

- *Our Community Service Days have become much more organized and the range of people we are serving has grown larger and more diverse.*
- *Students have successfully been encouraged lead out in services projects of their own.*
- *School pastors have been made responsible for planning the year end baptism at the school*
- *Students have moved beyond a community, to a world focus. Money has been raised for AIDS and disaster relief in Darfur.*
- *Each year students lead out in a food and clothing drive where thousands of pounds are gathered each year.*

2. Identify strengths of this content area. Cite evidence, if available.

- *We are doing more empowering and less leading, as a result we are seeing more accomplished than would otherwise be possible. This is a result of the recommendation that we internalize what is clearly stated as being our schools philosophy.*

3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

- *Student led Peace Week with guest speakers*
- *Students are producing a Week of Prayer for their peers*
- *Students have raised \$2,600 in just one benefit dinner for ADRA*
- *Students have raised another \$1,800 per year for the Ezekiel project*
- *Students have led out in AIDS and Darfur awareness / benefit project*
- *Students have organized post week of prayer support groups*
- *Students have taken leadership in organizing prayer ministries*
- *Students are modeling leadership to each other*

E. Recommendations for Improvement

1. **After reviewing your response to sections C-D, list in order of priority improvements recommended for this subject area.**
 - *Continue to mentor students willing to take the initiative in these areas*
 - *Encourage students to become more responsible for their own spiritual growth.*
 - *Use media even more effectively to keep service and witnessing opportunities continually before our students.*

Subject Area – Witnessing/Service

2002 Recommendations:

1. **That the administration and faculty operationalize the school's philosophy in a coherent coordinated program of witnessing and service activities.**
 - *The program of witnessing and service activities have remained static during the period covered by this self-study.*
2. **That the administration and faculty consider developing a coordinated annual calendar of witnessing/service activities.**
 - *Once again our program has been static. We continue to follow the calendar of witnessing and services opportunities that are published each year. Examples would be:*
 - *Community Service Day.*
 - *Community service hours required for graduation.*
 - *National Honor Society community service requirement hours.*
 - *Service, Outreach and Witnessing (SOW) trip every two year.*
 - *Limited participation with the program of the Volunteer Center of Southwest Michigan.*
3. **That the administration and faculty provide meaningful people-oriented off-campus service activities.**
 - *The following are activities done on a routine basis at Andrews Academy:*
 - *The SOW program mentioned in #2 above.*
 - *The ASSIST program where selected worthy students are helping aging folk in the immediate Berrien Springs Community.*
 - *A periodic food and clothing drive.*
 - *The annual service activity done by seniors on their senior class trip.*
 - *The annual fall Community Service Day for people and organizations in our local.*

PROGRESS REPORT FOR SUBJECT AREA IMPROVEMENT

WITNESSING/SERVICE ACTION PLANS

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
Witnessing/ Service 1	<i>Develop a coordinated program of witnessing and service activities.</i>	<i>Work with the religion department in designing the best approach to realizing this goal</i> <i>On schedule with original action plan timeline: ON</i>	<i>Unknown</i>	<i>Time</i>	<i>This has not been given any study as of yet.</i>
Witnessing/ Service 2	<i>Develop a coordinated calendar of witnessing and service activities.</i>	<i>Begin work with area churches and the religion department to find times when various programs could be implemented.</i> <i>On schedule with original action plan timeline: ON</i>	<i>Unknown</i>	<i>Time</i>	<i>This has not been given further study.</i>
Witnessing/ Service 3	<i>Find additional off-campus service activities for AA students.</i>	<i>Work with the faculty in post-session and pre-session to consider what other service activities might be considered.</i> <i>On schedule with original action plan timeline: ON</i>	<i>The new ideas have been met with enthusiasm.</i>	<i>Available faculty time to assist in the additional service activities.</i>	<i>We have done all of the items listed for many, many years except for the 2nd and 3rd items which are relatively new.</i>

Surveys

STUDENT SURVEY

Instructions: Your opinion about the quality of the school program is important. Please complete this survey. Do NOT sign your name. Rate your school by circling the number that corresponds with your level of agreement with the following statements about the school. (Number 1 indicates little or no agreement with the statement, and 5 indicates strong agreement.)

Current grade in school: _____ Number of years you have been attending this school: _____

Agreement
Low-----High

- | | | | | | | |
|---|---|---|---|---|-----|--|
| 1 | 2 | 3 | 4 | 5 | 1. | Spiritual activities at our school are excellent. |
| 1 | 2 | 3 | 4 | 5 | 2. | I am actively involved in the spiritual activities of the school. |
| 1 | 2 | 3 | 4 | 5 | 3. | Spiritual values are emphasized in each of my courses. |
| 1 | 2 | 3 | 4 | 5 | 4. | My school has helped me to grow spiritually. |
| 1 | 2 | 3 | 4 | 5 | 5. | Our school is preparing us to deal with future issues and problems. |
| 1 | 2 | 3 | 4 | 5 | 6. | I see a relationship between what I am studying and my life. |
| 1 | 2 | 3 | 4 | 5 | 7. | My school is helping me to explore career options. |
| 1 | 2 | 3 | 4 | 5 | 8. | In my classes a variety of teaching/learning activities are used to help me. |
| 1 | 2 | 3 | 4 | 5 | 9. | Computer technology is incorporated into classroom instruction. |
| 1 | 2 | 3 | 4 | 5 | 10. | Homework assignments help me to learn. |
| 1 | 2 | 3 | 4 | 5 | 11. | We have access to a variety of resources to help us learn. |
| 1 | 2 | 3 | 4 | 5 | 12. | I have been taught how to use these resources. |
| 1 | 2 | 3 | 4 | 5 | 13. | Our school's facilities (classrooms, labs, gym, etc.) are adequate. |
| 1 | 2 | 3 | 4 | 5 | 14. | Equipment and materials are well maintained and up to date. |
| 1 | 2 | 3 | 4 | 5 | 15. | I am provided a variety of ways to demonstrate my learning. |
| 1 | 2 | 3 | 4 | 5 | 16. | The academic program is of high quality. |
| 1 | 2 | 3 | 4 | 5 | 17. | My teachers care about me. |
| 1 | 2 | 3 | 4 | 5 | 18. | My teachers are available to help me outside of class time. |
| 1 | 2 | 3 | 4 | 5 | 19. | The principal is available to students. |
| 1 | 2 | 3 | 4 | 5 | 20. | School spirit is high. |
| 1 | 2 | 3 | 4 | 5 | 21. | I feel that I fit in and am accepted. |
| 1 | 2 | 3 | 4 | 5 | 22. | Sexual harassment is NOT a problem at our school. |
| 1 | 2 | 3 | 4 | 5 | 23. | Substance abuse is not a problem at our school. |
| 1 | 2 | 3 | 4 | 5 | 24. | Discipline policies at our school are fair. |
| 1 | 2 | 3 | 4 | 5 | 25. | Our school provides a safe and orderly environment. |
| 1 | 2 | 3 | 4 | 5 | 26. | Personal harassment/bullying/hazing are NOT problems. |
| 1 | 2 | 3 | 4 | 5 | 27. | Our school provides a variety of extracurricular activities. |
| 1 | 2 | 3 | 4 | 5 | 28. | The student body organization is active. |
| 1 | 2 | 3 | 4 | 5 | 29. | Our school encourages all students to participate in outreach projects. |
| 1 | 2 | 3 | 4 | 5 | 30. | My family feels welcome at this school. |
| 1 | 2 | 3 | 4 | 5 | 31. | Overall, I like my school. |

STUDENT SURVEY TABULATION

INSTRUCTIONS: Indicate how many students in each grade took the survey on the day it was given. Count the number of students that indicated their choices 1 through 5. In the appropriate column indicate the percentage of students that marked each number 1 through 5. Remember that 1 indicates little or no agreement with the statement and 5 indicates strong agreement.

Number of Students Completing the Survey by Grade:

9	59	10	11	12	Total:
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Survey Statements	Low High				
	1	2	3	4	5
1. The program of spiritual activities at our school is excellent.	1	7	24	44	24
2. I am actively involved in the spiritual activities of the school.	17	22	25	24	12
3. Spiritual values are emphasized in each of my courses.	3	14	31	34	17
4. My school has helped me to grow spiritually.	5	15	25	27	27
5. Our school is preparing us to deal with future issues & problems.	3	8	24	47	17
6. I see a relationship between what I am studying and my life.	8	15	25	37	12
7. My school is helping me to explore career options.	8	17	39	23	10
8. In my classes a variety of teaching/learning activities are used to help me.	3	8	27	42	19
9. Computer technology is incorporated into classroom instruction.	15	36	25	20	3
10. Homework assignments help me to learn.	14	14	22	36	15
11. We have access to a variety of resources to help us learn.	1	3	27	27	41
12. I have been taught how to use these resources.	1	25	25	31	20
13. Our school's facilities (classrooms, labs, gym, etc.) are adequate.	0	3	14	44	39
14. Equipment and materials are well maintained and up to date.	1	14	27	44	14
15. I am provided a variety of ways to demonstrate my learning.	1	10	22	49	19
16. The academic program is of high quality.	1	3	8	49	37
17. My teachers care about me.	1	5	17	44	27

Survey Statements (continued)	Low				High
	1	2	3	4	5
18. My teachers are available to help me outside of class time.	1	7	17	44	29
19. The principal is available to students.	0	10	15	24	49
20. School spirit is high.	10	12	22	37	17
21. I feel that I fit in and am accepted.	5	10	17	29	36
22. Sexual harassment is NOT a problem at our school.	2	5	15	14	63
23. Substance abuse is not a problem at our school.	3	7	15	20	53
24. Discipline policies at our school are fair.	7	8	22	34	27
25. Our school provides a safe and orderly environment.	0	0	24	36	39
26. Personal harassment/bullying/hazing are NOT problems.	8	7	2	27	34
27. Our school provides a variety of extracurricular activities.	5	8	17	44	22
28. The student body organization is active.	0	10	15	37	36
29. Our school encourages all students to participate in outreach projects.	0	0	20	36	42
30. My family feels welcome at this school.	8	5	20	29	36
31. Overall, I like my school.	7	7	17	34	32

Please note: this page was redone to reflect the actual questions which were on the student survey: particularly questions #22, 23, 25, and 26.

SUMMARY OF STUDENT COMMENTS:

The Chair of the Visitation Committee has a verbatim copy of all student comments.

STUDENT SURVEY TABULATION

INSTRUCTIONS: Indicate how many students in each grade took the survey on the day it was given. Count the number of students that indicated their choices 1 through 5. In the appropriate column indicate the percentage of students that marked each number 1 through 5. Remember that 1 indicates little or no agreement with the statement and 5 indicates strong agreement.

Number of Students Completing the Survey by Grade:

9	10 53	11	12	Total:
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Survey Statements	Low High				
	1	2	3	4	5
1. The program of spiritual activities at our school is excellent.	0	15	26	36	23
2. I am actively involved in the spiritual activities of the school.	21	21	38	17	4
3. Spiritual values are emphasized in each of my courses.	2	15	36	36	11
4. My school has helped me to grow spiritually.	6	17	32	30	15
5. Our school is preparing us to deal with future issues & problems.	6	6	43	28	15
6. I see a relationship between what I am studying and my life.	4	17	38	30	11
7. My school is helping me to explore career options.	6	8	23	51	13
8. In my classes a variety of teaching/learning activities are used to help me.	2	9	30	43	15
9. Computer technology is incorporated into classroom instruction.	9	32	32	25	2
10. Homework assignments help me to learn.	8	15	36	21	21
11. We have access to a variety of resources to help us learn.	2	9	15	28	45
12. I have been taught how to use these resources.	4	11	25	45	15
13. Our school's facilities (classrooms, labs, gym, etc.) are adequate.	0	11	17	49	23
14. Equipment and materials are well maintained and up to date.	0	11	23	51	15
15. I am provided a variety of ways to demonstrate my learning.	0	8	23	38	32
16. The academic program is of high quality.	0	4	11	51	30
17. My teachers care about me.	0	4	28	40	26

Survey Statements (continued)	Low				High
	1	2	3	4	5
18. My teachers are available to help me outside of class time.	0	4	28	40	26
19. The principal is available to students.	0	6	15	21	57
20. School spirit is high.	9	21	34	25	8
21. I feel that I fit in and am accepted.	2	4	25	26	38
22. Sexual harassment is NOT a problem at our school.	0	2	17	23	57
23. Substance abuse is not a problem at our school.	0	4	17	26	51
24. Discipline policies at our school are fair.	2	9	26	43	17
25. Our school provides a safe and orderly environment.	0	2	15	45	34
26. Personal harassment/bullying/hazing are NOT problems.	2	6	25	40	25
27. Our school provides a variety of extracurricular activities.	4	11	42	30	11
28. The student body organization is active.	0	11	25	42	21
29. Our school encourages all students to participate in outreach projects.	0	4	28	38	26
30. My family feels welcome at this school.	0	8	25	43	21
31. Overall, I like my school.	0	6	30	40	23

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SUMMARY OF STUDENT COMMENTS:

The Chair of the Visitation Committee has a verbatim copy of all student comments.

STUDENT SURVEY TABULATION

INSTRUCTIONS: Indicate how many students in each grade took the survey on the day it was given. Count the number of students that indicated their choices 1 through 5. In the appropriate column indicate the percentage of students that marked each number 1 through 5. Remember that 1 indicates little or no agreement with the statement and 5 indicates strong agreement.

Number of Students Completing the Survey by Grade:

9	10	11 <i>69</i>	12	Total:
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Survey Statements	Low High				
	1	2	3	4	5
1. The program of spiritual activities at our school is excellent.	0	3	25	54	17
2. I am actively involved in the spiritual activities of the school.	22	20	30	17	10
3. Spiritual values are emphasized in each of my courses.	4	14	35	26	19
4. My school has helped me to grow spiritually.	1	20	36	22	20
5. Our school is preparing us to deal with future issues & problems.	1	17	25	42	14
6. I see a relationship between what I am studying and my life.	3	23	33	28	13
7. My school is helping me to explore career options.	9	14	30	26	19
8. In my classes a variety of teaching/learning activities are used to help me.	3	12	28	48	10
9. Computer technology is incorporated into classroom instruction.	10	23	30	26	9
10. Homework assignments help me to learn.	7	23	29	32	9
11. We have access to a variety of resources to help us learn.	1	4	17	39	38
12. I have been taught how to use these resources.	4	13	27	41	13
13. Our school's facilities (classrooms, labs, gym, etc.) are adequate.	0	6	16	43	35
14. Equipment and materials are well maintained and up to date.	0	9	28	48	14
15. I am provided a variety of ways to demonstrate my learning.	1	7	26	43	22
16. The academic program is of high quality.	0	1	19	45	35
17. My teachers care about me.	1	10	22	38	29

Survey Statements (continued)	Low				High
	1	2	3	4	5
18. My teachers are available to help me outside of class time.	0	6	23	46	25
19. The principal is available to students.	0	3	9	17	70
20. School spirit is high.	9	14	36	32	9
21. I feel that I fit in and am accepted.	1	1	17	45	35
22. Sexual harassment is NOT a problem at our school.	6	6	17	29	42
23. Substance abuse is not a problem at our school.	12	10	19	28	32
24. Discipline policies at our school are fair.	4	9	30	39	17
25. Our school provides a safe and orderly environment.	0	3	13	55	29
26. Personal harassment/bullying/hazing are NOT problems.	0	13	20	36	30
27. Our school provides a variety of extracurricular activities.	4	12	22	39	20
28. The student body organization is active.	0	4	17	48	30
29. Our school encourages all students to participate in outreach projects.	0	3	28	30	38
30. My family feels welcome at this school.	1	3	26	41	29
31. Overall, I like my school.	1	13	19	42	25

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Number of Students Completing the Survey by Grade:

9	10	11	12 47	Total:
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Survey Statements	Low High				
	1	2	3	4	5
1. The program of spiritual activities at our school is excellent.	4	6	40	45	4
2. I am actively involved in the spiritual activities of the school.	17	21	36	17	9
3. Spiritual values are emphasized in each of my courses.	4	21	43	23	9
4. My school has helped me to grow spiritually.	9	23	23	32	13
5. Our school is preparing us to deal with future issues & problems.	2	10	34	43	10
6. I see a relationship between what I am studying and my life.	6	15	36	32	10
7. My school is helping me to explore career options.	19	23	36	17	4
8. In my classes a variety of teaching/learning activities are used to help me.	2	15	38	32	13
9. Computer technology is incorporated into classroom instruction.	10	23	32	26	9
10. Homework assignments help me to learn.	6	30	26	28	10
11. We have access to a variety of resources to help us learn.	2	6	13	40	38
12. I have been taught how to use these resources.	2	15	38	30	13
13. Our school's facilities (classrooms, labs, gym, etc.) are adequate.	0	10	23	34	32
14. Equipment and materials are well maintained and up to date.	0	15	45	34	6
15. I am provided a variety of ways to demonstrate my learning.	0	9	21	45	26
16. The academic program is of high quality.	2	0	23	38	36
17. My teachers care about me.	2	0	17	50	30

Survey Statements (continued)	Low				High
	1	2	3	4	5
18. My teachers are available to help me outside of class time.	0	6	30	49	15
19. The principal is available to students.	0	4	9	17	70
20. School spirit is high.	10	17	36	34	0
21. I feel that I fit in and am accepted.	1	1	17	45	35
22. Sexual harassment is NOT a problem at our school.	6	6	17	29	42
23. Substance abuse is not a problem at our school.	12	10	19	28	32
24. Discipline policies at our school are fair.	4	9	30	39	17
25. Our school provides a safe and orderly environment.	0	3	13	55	29
26. Personal harassment/bullying/hazing are NOT problems.	0	13	20	36	30
27. Our school provides a variety of extracurricular activities.	4	12	22	39	20
28. The student body organization is active.	0	4	17	48	30
29. Our school encourages all students to participate in outreach projects.	0	3	28	30	38
30. My family feels welcome at this school.	1	3	26	41	29
31. Overall, I like my school.	1	13	19	42	25

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SUMMARY OF STUDENT COMMENTS:

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STUDENT SURVEY TABULATION

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Number of Students Completing the Survey by Grade:

9	59	10	53	11	69	12	47	Total: 228
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Survey Statements	Low High				
	1	2	3	4	5
1. The program of spiritual activities at our school is excellent.	5	31	115	179	68
2. I am actively involved in the spiritual activities of the school.	77	84	129	75	35
3. Spiritual values are emphasized in each of my courses.	13	64	145	119	56
4. My school has helped me to grow spiritually.	21	75	116	111	75
5. Our school is preparing us to deal with future issues & problems.	12	41	126	160	56
6. I see a relationship between what I am studying and my life.	21	70	132	127	46
7. My school is helping me to explore career options.	42	62	128	117	46
8. In my classes a variety of teaching/learning activities are used to help me.	10	44	123	165	57
9. Computer technology is incorporated into classroom instruction.	44	114	119	99	21
10. Homework assignments help me to learn.	35	82	113	117	55
11. We have access to a variety of resources to help us learn.	6	22	72	134	162
12. I have been taught how to use these resources.	11	64	115	147	61
13. Our school's facilities (classrooms, labs, gym, etc.) are adequate.	0	30	70	170	129
14. Equipment and materials are well maintained and up to date.	1	49	123	177	49
15. I am provided a variety of ways to demonstrate my learning.	2	34	92	175	99
16. The academic program is of high quality.	3	8	61	183	138
17. My teachers care about me.	4	19	84	173	112

Survey Statements (continued)	Low				High
	1	2	3	4	5
18. My teachers are available to help me outside of class time.	1	25	91	175	105
19. The principal is available to students.	0	23	48	79	246
20. School spirit is high.	38	64	128	128	34
21. I feel that I fit in and am accepted.	10	21	72	138	149
22. Sexual harassment is NOT a problem at our school.	8	26	66	104	192
23. Substance abuse is not a problem at our school.	24	40	85	100	149
24. Discipline policies at our school are fair.	15	35	106	146	93
25. Our school provides a safe and orderly environment.	0	5	65	191	134
26. Personal harassment/bullying/hazing are NOT problems.	14	35	90	147	108
27. Our school provides a variety of extracurricular activities.	23	46	111	147	63
28. The student body organization is active.	2	35	76	176	106
29. Our school encourages all students to participate in outreach projects.	2	7	99	149	128
30. My family feels welcome at this school.	9	33	94	152	107
31. Overall, I like my school.	10	30	94	156	106

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SUMMARY OF STUDENT COMMENTS:

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How would you improve the school Spiritual

cut out so much chapel
think it's enough
get out of chapel on time
it still seems we're a bit hesitant to really get our spiritual excitement up
liven the everyday chapel program
liberate music and progress with sound
understand that instruments such as guitar and drums are not tools of the devil but rather to glorify God
more spiritual applications that are interesting and that apply to us as teenagers, more by the students
more opportunity for spiritual reflections and religious commitment
I wouldn't change much for this category
try to create new ways of spiritual involvement by matching them to the person
make more opportunities near by for times like Bible camp
it's all good
get kids more involved
more scheduled worships
less fakeness
more "living your faith" outside of church
don't try to give everything a spiritual twist
more outside speakers
better/more prepared daily music
more outside speakers
more vespers on Friday to begin Sabbath
to improve, I suggest that these activities be done more often, they're fun and actually have a spiritual impact on my life.
Allow more vespers and make devotions more alive
More planned out activities
Guest speakers more often
We should plan on vespers more times in the month
We need more discussion on spiritual matters so we know where we stand
Try to get people happy and wanting to sing in chapel
Not much, pretty well rounded
No morning devotions on Tuesdays because of chapel
Ultimately spiritual atmosphere is not something that can be created by more exciting programs; it has everything to do with the spiritual outlook of the faculty and staff
There needs to be more of an emphasis on God. Pure academics is a failure because it doesn't help people in their walk with Christ. Needs more a Christian education rather than an education for Christians.
Make more interesting
Read Bible and pray and introduce God who does not know about God and have misunderstanding

Emphasize God a little more
 Making more activities right now it is not enough, I think
 Pray before we have lunch there is no general prayer to bless the food
 More spiritual events
 More interesting talks in chapel
 Weekly vespers
 Less of a routine mix it up, add some excitement. Get speakers students are interested in
 More discussion between teachers and students to help better understand things in the Bible
 Different approach some groups don't accept it all the same way
 More frequent assembly
 Devotion time at the beginning of each class at least prayer
 We need to provide students more chances to meet Jesus
 Some religion classes don't teach anything relevant but try to
 Not the same topic all the time
 I would create a open call to worship where no one would feel awkward
 Have more Bible camps and SA campouts
 Teacher supervision—student taught religion class
 Don't let the same people speak too often for chapel
 Make chapel more alive
 More unique Bible classes like philosophy
 Offer a better variety of Bible classes
 More spirituality
 More opportunity to worship together
 More student stories in chapel about how God has changed their life
 The SA vespers are too few and seem at times meaningless. There are vespers at kids houses
 which are so much more deep and meaningful. Less emphasis on the academics and care
 more for the heart! No offense it's a Christian school, Christian comes first.
 We should be more excepting of other religions (*student spelling*)
 I think its fine
 Have more vespers like offered twice a month
 None
 Variety
 More vespers that involve the entire school or a different mix of students. More students
 involved instead of just the same ones all the time.
 Its all good
 The atmosphere of the school, many times does not seem Christian, but cannot necessarily force
 a change—individual problems, I guess.
 I would have more ethics/philosophical classes and/or classes that might interest everyone.
 More quality school vespers and more advertising to get students to attend
 Helping people who prepare the chapel and worship talk
 Involve students
 Learning more memory verses
 More Bible studies and things of that nature
 I would try to find things to incorporate that would make the student feel like they are part of a
 family rather than part of a school. This way, no one would be uncomfortable sharing
 their beliefs with the rest of the student body.

Okay, people, let's relax the rules a little bit, sheesh! I feel like I'm being strangled or something!
 Religion classes that are more interesting
 Not the administration's fault, it's on the participants to improve
 Help people more that do not believe in Christ and support them
 No complaints
 I would continue with the morning devotions
 It's really fine I think
 More special speakers and more participation
 For assemblies or just worship talks get more exciting and alive people not people that put us to sleep
 I wish we could have more of a spiritual environment. Last year at Village School (*a local SDA elementary school*) I felt comfortable being spiritual. At AA, I really don't at all. I don't know quite how to improve that but that's my personal opinion.
 Have more culturally aware songs (more than one week of black history month)
 More vespers and more speakers for chapel (non-student/teachers)
 Less boring chapel talks
 There really is not that much improvement needed
 Student body to become more active
 You can't do anything about our spiritual atmosphere. Sorry to tell you that...only individuals and God are the only ones who can.
 Too much religion
 More song services and a chance for all of us to just get together to talk and discuss. Bible study groups?
 Be more active in chapel and Satellite to make it slightly more culturally diverse
 Not all chapels are strong
 Pray in class everyday
 Seek to make lessons more than just lessons.
 There needs to continue to be earnest prayer for a revival!
 I'd like to remain
 Need to use the chapel time better, don't have the same person talk and do different things.
 More programs that reflect the aesthetic, feel, and ambience that this year's fall and student week of prayer
 More activities together such as volunteering group that meets regularly throughout the year.
 Try to involve more people in programs.
 If I want to get more spiritual. First of all we need pray at the beginning of every class.
 I don't agree that we have to have so many altar calls. We need to leave the decision to people personally.
 Nothing really
 Longer devotions
 Teachers need to pray in class more
 Put more time in morning devotions and talk about the Bible more, like two days a week has a extra time for chapels.
 Tie the spiritual beliefs to modern, everyday life. Basically translating the beliefs to fit modern day.
 I'm not sure

Have more spiritual-based activities that involve fun things—not just ‘come and we’ll pray for two hours’
 I would try to give more of my time and services
 Have interesting vespers like Satellite instead of boring. Have more programs and try to get a lot of more people to come out. Make the spiritual side of the school day more interesting.
 Satellite more often
 I will try to believe God and participate spiritual activities
 More people need to step up and help lead every once in a while
 More students need to be more spiritual and not be ‘afraid’ to do chapel talks
 To have more vespers, pray more.
 Not very much people get involved in spiritual activities as needed so I hope that would change
 The student body often does not reflect the spiritual attitude shown by most of the teachers
 More Satellite or vespers that includes people from the area as well, not just us and you don’t have to bribe people with food all the time. I’m happy when college students or people who know how to grab the attention of teenagers come to talk to us even at school
 Focus less on presenting religion as an emotionally overstimulated “relationship” with God—that never happens! And not too many pointless worksheets.
 Have some type of vespers on Friday and on another day. By the time the end of the week rolls around, students are sometimes too tired to go. Also try and include more interesting talks during chape.
 Try to involve kids during the week in a group and different things.
 More students spiritually involved
 More singing in devotions
 More fun spiritual activities
 chapel song service
 I don’t know I think that it’s ok
 More options and variety in types of spiritual experiences
 I would offer baptismal Bible studies, and once every two months we go out and hand out Bible reverances (?????)
 Programs more often
 More projects to help and volunteer
 Have students be more reverent
 Maybe less drilling religion into our heads!
 I think we should learn more about other cultural religious beliefs also
 Have new songs of worship
 Right now, our school seems spiritually dead so I would like to see more things that draw youth to God like: plays. There could be an AA drama club
 We need to get more people to sing during chapel and be respectful
 I think we need more vespers or something where we can come and worship Jesus other than church
 To let people sit by at least one person they are friends with in chapel, spiritual experience would be a lot more open and no one would feel uncomfortable.
 More believing God
 More inspirational worship talks more ‘hands-on’ so no one falls asleep
 More spiritual things, vespers activities
 It doesn’t have to be improved

Variety activities that everyone can attend

Pray ?

How about reducing morning devotion (*exact student spelling!!*)

I think we're doing really good but we could do more, not sure what exactly though

If I had more students involved with things we do in chapel

Have a baptismal class offered

I would like to see the teachers more involved during spiritual activities and I wish that the Bible courses were not required each semester or that they did not count as ½ credit.

I think it is fine and I do not have anything to improve

Need more time for morning devotions

More student run things. We have improved but even more would be good! More honesty. Stop hiding behind the cookie-cutter adventist mold. Some of us didn't grow up in it so we're not immune yet, and it can be exasperating.

To worship in different ways, don't put down the art and music, I want to see that more.

Perfectly fine

Teach more Bible

Perhaps less outright in your face witnessing and maybe more subtle, silently showing God's love.

Less of the "if you want to let Jesus work in your life, please stand/come to the front."

Be real, be raw, don't sugar-coat life. Show us your real selves.

Some Bible classes don't have a spiritual atmosphere. I would make religion in school a more personal thing to the students.

Less appeals in chapel, they really turn people off and get annoying.

More energetic song service leaders...why couldn't we continue doing it like we did for week of prayer?

Include more people that want to be involved

I think spirituality is well taken care of

Having mandatory chapel every day doesn't make it as special to the student as it should be.

More personal testimonies of students and college students

Not have boring people talk/preach

Add more weeks of prayer and less Bible classes that are boring and routine.

More week of prayer type things

Pastor Glassford does a nice job in chapel but i would like to see other people up front doing chapel

DEEP needs to be taken a bit more seriously because it really is a great thing.

How would you improve the school

Academic—modified

teacher give way too much busywork
they do not always keep Edline updated so it's almost pointless to have it
more variety of art classes
different classes that would help prepare us for a wider selection of careers
I would stop focusing on piling on homework and actually focus on making sure the kids learn
have more help for test prep
have help for students who need it
not have math and chem homework everyday
more extra credit
give us a little less homework especially since we have 8 classes
make sure classes that help the students interact with the subject
more diverse and more entertaining ways to keep classes and other academic things fun
lower prices especially to attend school
more aggressive science education
I would include more field trips and such because that's the way I learn along with others and
don't receive many chances to
do something to encourage/motivate lazy people to be not lazy
certain teachers could be less reasonable and more understanding
newer books in the library
more projects from different classes
more up-to-date tech
not force to do everything or always following a course outline
an outdoor Journalism, nature, beliefs, feelings, discussion class/course—PLEASE DO!
Sometimes you do end up with a bunch of hard classes and it seems like you will be
overwhelmed (my schedule for next year)
Not focus solely on academics and try to encourage and include and acknowledge students who
are good at other things. Encourage/take into account that there are students who are just
“average” who feel bad when they are just overlooked. Teachers should be more flexible
and willing to stay and help students.
By having more projects, research activities, academic field trips, and hands on activities. I could
improve the school by offering my ideas, and give my input.
Make sure everyone overall thinks that we learn and enjoy all classes.
I will try to get good scores and do assignments.
not much to complain about
Teachers need to give less slack to their students.
Teachers should give work that actually relates to what we are supposed to be learning.
More classes that more people would like to join and would also help them.
Sometimes when the teacher is teaching they tend to go fast so if they could slow down that
would be better.
There is perhaps 1 or 2 teachers that have rather unclear expectations and in once case a teacher
who is very uncaring at least seemingly so.

We need to start progressing more using the European standard as a model. And try to get the teachers to help us more with our assignments. elongate school by maybe an hour or so. We would get so much more done.

By the rules of No Child Left Behind the classes move at the pace of the slowest person. I'm left staring into space as I listen to a fifty minute long explanation of something I understand perfectly. Can't I just go at my own pace?

I think these are doing well and need for improvement is not needed.

Some instructors are slightly incompetent. Busy work without meaning is a waste of time.

Better resources. (Everything seems old).

Maybe you can talk to us more about the credits of the future.

Options in how quickly we can excel.

I think that you guys need to look into what the high schools are teaching and have some classes be harder and don't have so much PE that doesn't prepare us for college, neither does all these study halls or half days on Fridays.

Teachers spend more time explaining and working with students.

nothing

I think we're good when it comes to academics. But I think maybe a few more options/classes would be nice!

Study halls set as a main class, to get overflowing amounts of homework finished.

Recognize smart people stop facilitating flunkies.

I would really like to have advanced classes. Because some of our classes are very easy.

I think more interactive learning would help some people. More activities where we can get up and move around instead of always sitting at a desk.

Some of the teachers are not very equipt in teaching.

Not as much homework in math classes and more fun projects!

I don't know

Tutoring

It doesn't have to be improved.

more variety classes

To make more interesting classes.

We need to update all of our books, we also need to become as efficient as public schools.

Homework just stresses me out, I'd rather do work in school.

To be more involved with tutoring sessions

Everythings just fine!

The teachers should assign more projects and less busiwork.

Need add a class that can help with the preparation of SAT or ACT

More Mr Bakers

needs more science like ecology or A&P.

Ask students what classes they would like to see offered (within reason, of course), ask for input on courses, etc.

Some teachers do not even take their own classes seriously. It takes our money—make the students work and learn. Don't give out excessive useless material.

Less pointless busy-work that really doesn't do anything us.

I don't know

More lively, energetic, passionate teachers. Teachers involvement in making sure the students are learning.

There is too much busywork especially at the end of semesters when we should be preparing for tests and graduation.
 Try to introduce the information in a nonboring way, if possible at all.
 Curriculum is too basic needs more branching out.
 Homework overload when seven classes a day give lots of homework.
 Less homework. Work should only have to be done at school.
 They are already good but they would be better if it was more up to date far as technology and books go.
 More hands on things and better equipment.
 not enough advanced classes taught not enough information on taking college classes.
 More advanced placement less busywork
 too much homework for 7 classes a day
 We could make homework more fun I guess?
 Offer AP classes. Make home ec courses required for girls and shop courses required for guys—lets do this old school.
 Create more challenging classes not conforming to the students work ethic.
 Fine where it stands
 Study more, study for SAT ACT so that our school's reputation will go higher.
 Wider variety of classes
 to encourage and interest every student to join.
 I don't think they can improve just keep alternating courses offered.
 Not so much homework.
 Spend a little longer on a subject rather than rushing through chapters.
 more variety
 Make more AP classes because it seems like AA can provide only regular classes when other private schools have honors and AP classes.
 Offer more AP classes, offer more honors classes, less emphasis on grade, more emphasis on mastery of material
 make it so we can at least have one PE a semester
 more options
 teachers make sure students should know what's going on...what supposed 2 do, due date etc.
 courses to prepare students for other schools besides Adventist/AU
 more computer classes
 less homework more discussions over the subject
 loosen classroom rules (allow free seating and discussion)
 after school tutoring program
 more difficult core classes not so much busywork and stupid assignments.
 offer more variety in classes
 more class choices
 more interesting classes like psychology, sociology, forensics
 Don't overwhelm with so much busy work for a general every person has a everyday math assignment and a science assignment. Then they add on with english and studying you get so overwhelmed you lose sight of what is important family and God. You have not time for God most of the time.
 Students should be expected more to push themselves and encouraged to do so.
 have more study groups and extra credit projects.

less homework

New Chemistry textbooks that more adequately explain the materials

I would like to maybe see classes such as philosophy, psychology, volleyball–tennis might also be fun.

study hard

nothing

let transferred seniors walk when they graduate even if they don't have enough Bible credits.

less written paper work

I would take off the limitations on Government and Health. This gives the lower classmen an opportunity to accelerate themselves and work on higher level academics.

Classes that are fun

Stop piling all the work in the last few weeks of school...

Flexible schedules, study hall should be only for student who want/need it, get home earlier.

Not to have bipolar teachers, that if they had a rough time take it out on us. Not so much homework, we actually have lives out of the school, we shouldn't have to spend 3 hours every night doing homework.

I would give the students the phone numbers of the teachers.

less percentage on the tests.

reasonable assignments

more subjects available, make flexibility in class requirements, more classes geared toward an occupation.

we need more hands on and creative learning not every one learns well out of books it should be a healthy mix.

Teachers take more time to explain the lesson. Don't rush through lessons. Not so much homework.

I don't really think we need improvements academically. We're pretty rock-solid with all the learning and teaching that's going on.

Give awards not so based on academics (try and make an award everyone can receive...ex: most improved, principal's list, citizenship, etc).

Have real study groups set up after school with tutors.

If some of the teachers here were understanding about your academic struggles and out of your hard work give you a D-

Fail to explain/show why we should be motivated.

Give more career based classes/courses. Give "share-time" for seniors to have internships for job interest. This school does not help the student with career at all.

More updates or deadlines. Things should be more organized. Homework/activities aren't always relateable.

Lunch is terrible fix it. no grilled cheese sandwich for example.

Shorter classes, we could be done everyday so much earlier.

less classes

Teachers should have higher expectations of student work.

Practical such as rescue working classes. I wish I had know about the Challenge program freshman year and taking classes here in 8th grade or earlier. For tours, we could go overseas for music, it costs about same as driving now.

Some teachers don't explain lessons well enough. They need to prepare more nothing

increasing science classes (bio, chem, physics)

some teachers need to be more merciful, and teach the lesson in a way that EVERYONE understands

After school study programs. Teachers who actually care. Keep tabs on you.

More AP classes or Honors classes, more flexible times for those who take classes at AU

More aid on students who need help

Math and sciences classes need to move more slowly so that the concepts are learned before being tested over them. More personal teaching and tutoring opportunities.

The only improvement that needs to be made is with me personally.

Some teachers need to do less talking and more explaining. Also some teachers do not update their grades!

More interesting classes that help people know their future career.

Have AP and Honors classes, teach higher than level 2 languages, tutoring program by giving less homework

TOO MUCH HOMEWORK! No—I'm serious though. I hate going home everyday and dreading another 1 or 2 hours of homework right after school is out.

We get a lot of unnecessary homework. School is supposed to be done at school not at home.

Why do you think we go to school for 8 hrs everyday? Another thing, I've been continually graded wrong on some of my papers in one class. I talk to the teacher, and he refuses to change my grade even after I show him I got it right. that's unfair.

Homework should be done at school not at home all day.

TOO MUCH HOMEWORK!!!

More one-on-one help. Tutoring programs. Too much homework! Work is suppose to be done at school, not home.

More work not from the books to learn at a moderate pace, not to be pushed. More options besides the big emphasis on maths and sciences. Not assigning as much homework so we can actually have a life besides school.

By having more help for students outside of class time. A way they could study with others.

???everything is fine

Make it easier

Not as much homework, because some kids are working to help pay to go to this school, so it gets very busy

It would be nice if the teachers cared more about the students—most teachers here couldn't care less

More large assignments—papers—we need to write in every class. I think we need to learn to write opinion and factual papers in every class—this eliminates busywork and teaches more.

Less movies, don't waste my time.

Don't pile all the HW in classes for the same day we cant handle it. Try and explain the concepts differently so we understand.

No charge on overload if you want us to try and set higher goals for ourselves don't' make it so hard with \$.

Less busywork, more lectures.

Give less homework, teach more.

For math I would suggest some sort of study group or at least 2 days before tests to review or 1 day in class. Doing homework review that night before a test doesn't help much.

How would you improve the school Extracurricular

should participate in more interschool challenges
get cheaper healthier food
study groups would be cool
more announcements for vespers
more lenient towards after school having teacher supervise as we play in the gym
I think there should be more stuff for the students to do; our school hardly does activities together
more group discussions and weeks of prayer
have more sports teams–volleyball, cheerleaders (school spirit), baseball
an after school tutor program
some of the more common activities seen in most schools are not available here
put more activities that the students want
put more power in students with teachers' help to have something other students will enjoy
it's all good
sports should be cut
more things so new people feel like they have a place here, like Hodge Podge
we don't have opportunities outside the school so much, we don't interact with other schools or anything, that would be nice
not enough of anything, if you're bad at academics and can't play sports there's really nothing you can do. Start some groups, more culture-related stuff.
other clubs or organizations–like an art club, or reading circle
open auditions for the school play
more events
more activity to bring the whole school together not only certain people
make it (*school*) from 9-4 p.m. instead of 8-3 p.m.
Have more awards for sports
give students more opportunities to play in the gym (like after school)
actually have school sports director and teams
I would improve the school by offering my services by joining an organization, playing a sport, and or holding a school office.
Get more people to participate. Make music classes easier to fit in schedule.
I will play soccer
We need a flag football travel team!
There needs to be more fun extra-curricular activities.
More options like photography or something so that more people are involved..
Well if they didn't have womens/mens chorus and orchestra so early in the morning then that would be better.
Have something before school starts? Like an hour before school starts?
Fine, maybe even excellent
Seriously, try and find a time for womens chorus other than 7 a.m. Do you have any idea how hard it is to sing that early?
More sports for intramurals and different kinds of sports.

Sports teams (basketball and soccer) would encourage interaction with other adventist schools.
 Better welcoming (beginning of the year)
 More SA activities
 Trips able to go farther
 games on Saturday
 I would have track, volleyball, football, and other sports, so people could be more preticipant
 (*student spelling*). Maybe this school needs to hire more people.
 More sportlike activities.
 Have more events to encourage school spirit.
 We don't have enough! Our sports, well all we have is basketball! So if we can't play basketball
 theres not much for us to do. We need more sports. Like volleyball and tennis (actual
 teams that compete!)
 A culinary arts class and other classes such as screen printing should be added
 More sports
 a lot more games, I also would like to have tennis intramurals.
 Although I don't play sports a lot, I think it would be good to have school teams.
 Not sure
 I think we need a Junior varsity girls basketball team
 more things outside of school
 Get way more extracurricular. Not many options.
 Activities for class bonding sports teams (football and baseball)
 It doesn't have to be improved
 We need to have after school extracurricular, such as sports programs, Bible studies, music
 classes, and Home Economics things.
 We don't have many other extracurricular activities baseball team would be nice
 Make more varieties at things to do besides intramurals.
 Have men/womens chorus and orchestra at a different time!!!
 I personally would like more artistic activities.
 Have more options
 More encouragement and perhaps classroom instruction/credit for those pursuing the arts/music
 More trips would be cool
 no intramural sports
 have more of the normal students participate in the planning
 Add soccer and track and field teams. I am not very athletic but if you had had either of these I
 would have joined.
 Not enough after school sports—not everyone lives and dies for basketball.
 More interesting activities, sports programs, and more encouragement to participate (more
 announcements and “hype”)
 More than just sports stuff!
 Sports, sports, sports
 There could be a few more nights to just get students together to hang out.
 Have more school teams like in volleyball or soccer. Something like the AA bball teams, but in
 other sports.
 Competitive sports should be support as long as they are carried out in a Christian manner.
 Friendly competition between schools is good. We do it anyways, support it and it can
 help garner school spirit.

SA Campout is too expensive
 Boardgame fun nights not just athletic games.
 More of them
 More rec nights should be added
 Maybe some clubs can be started where they meet after school
 More school activities
 Advertise them more
 Needs better equipment.
 No clubs, not enough extracurricular activities outside of sports.
 We should have them more often
 We need to expand with other sports like soccer.
 Have sports an organized team. The teams we have the school doesn't want to be a part of it.
 We could have a baseball or softball team. I would be very interested in that.
 Don't cut the US ed tour on the years you go to Europe.
 Better sports programs, more cardinal teams. Maybe offer a swimming course?
 Team up with the University more often.
 More field trips.
 Maybe start a ski-snowboarding club in the winter?
 Add a drama team. Sports teams could increase the level of school spirit.
 If not good at music, make other things beside yearbook, Sanjo, and Kaleidoscope
 First of all think before act and think that I am part of AU
 Add more variety for those with different tastes
 need to do what people like
 It's range is limited. It'd be better with more various kinds—not just sports.
 Widen the sports section. I think we should have more than just a basketball team that travels
 and plays different schools.
 Perhaps a bit more variety offered.
 No school spirit! :(
 More after school activities
 There are no organized sports. The intramural sports aren't fun because many times there is no
 competition.
 More clubs would be nice. Playing sports against other schools would be nice too.
 Plan something that many students want to and long to do.
 Offer more athletic extracurricular activities or find a way to let Academy athletes join other
 schools' teams.
 Maybe a little better planning
 More options
 nothing
 Need more clubs, etc. to get more people involved and feel a part of the school for better school
 spirit.
 We need to make more activity
 More geeky things
 Open gym after school, improve facilities
 extracurricular clubs
 Banquets are lame and boring
 lack of school spirit.

Some people show up not very much school-wide involvement.

Short and vending machines

more trips to popular places

Add in sports teams that actually compete

more activities to do

more social events

we need more clubs or teams that require everyday participation. It teaches self discipline.

Maybe another Bible camp, the second SA campout was an awesome idea. More of these experiences because since this school is a day academy we come to school get home work and go home. But at boarding academy kids get to really know each other and these campouts and Bible camps are the only thing like that gives us a chance to bond. If I wanted to just learn and go home I could go to public for free. But I want more than that this school has a great academic program but perhaps its too focused on getting good rankings and not focusing on something that goes deeper than worldly success. The school is headed in the right direction it does have great potential its all ready a great school!

There should be more clubs after school.

I would improve the school by having more extracurricular activities that include sports and games. I think those are the best.

Have more organizations with specific interests such as clubs that meet twice a week or something.

More after school stuff

I think they should maybe have more different or new things to do.

There's already too many things to attend.

I would maybe like to see different events and more frequently. Bowling, rollerskating, iceskating, skiing, or a movie night might be enjoyable.

Get more school spirit! If teacher get into the spirit, students will also. Make school events more fun, advertise for increased attendance.

Participate in one of those extracurricular programs

Nothing

more available to busy schedules

I wouldn't change anything

Better planning

none

Definitely more after-school clubs or something. Like Drama, or photography (not Expo, Kaleidoscope or Yearbook related)

Engineering league stuff

organized rides for people that live far away etc

Everything is too expensive, those with low resources can't enjoy most of the extracurricular activities, so they should be more reachable.

I would advertise and make an open invitation to all who want to come-come.

I can't think of any

other extra activities like language clubs, enthusiast groups

We need more clubs—things like debate team and mock trial and things like that also organized sports teams would be interesting.

Nothing. They're perfect (almost perfect) the way they are.

We could have a few more things for extracurricular activities. I just don't think there's enough options for everyone to choose from. We need to have some fun things to do after school. Like maybe starting some clubs or something? But nothing too fancy of course. Have team games, more football, soccer games, badminton team tournaments, more socials, book/reading clubs
 more clubs
 not at all
 dancing at banquets
 Make open gym more known. Allow gym to be open after school for juniors/seniors/good conduct.
 Have more advertisement in other places, newspapers, radios, big signs. To help the school and we should have a bus to get some people to South Bend or there close places.
 More class activities, enjoyable fundraisers
 Change Orchestra from 7:10 to during the school day.
 More basketball :)
 More types of tours
 Encourage the basketball team. Have more open gyms. Open gym.
 A real football team with uniforms and pads and coach
 I don't know
 Random Acts of Kindness outreach ministry or an Evangelism class.
 Can we get a gymnastics team going? Please!
 They need to put these activities at more convenient times.
 More sports teams like baseball, football, track, and volleyball.
 Get intramurals more active and more participants and start some teams.
 Nothing
 Increasing more PE choices, according to students' interests
 More fundraisers
 More volunteer programs and "Big Brother, Big Sister" type programs
 Sponsor teams! More sports available, ie. swimming and biking and track intramurals.
 Volleyball, softball tournaments. More equipment available.
 We need more organized sports
 I would like to see the alumni vs. school events advertised more. Most of the time there is barely enough alumni and many say they did not know!
 I wish they had clubs like the public school and competitions, international and academic-wise.
 More opportunities to join groups.
 Football team?
 Tutoring or afterschool program that is worked into tuition.
 Allowing people to stay indoors after school.
 Have someone check the water here. Someone did an experiment at AU and found that the water was above the legal limit in lead. Check for lots of lead in our water. Lead is VERY DANGEROUS!! Can result in cancer, and other bad things. We should probably have someone come in and talk about the hazards of caffeine, and what it does to the body. Also keep an eye on what students are drinking. Some are drinking amounts of caffeine that are over or near the legal limit of what an individual should be drinking. Large amounts of caffeine turn students into animals and they get too rowdy in class. Sometimes they give me a headache. Large amounts can lead to convulsions, massive

headaches, reduction in cognitive ability and thinking, increased blood pressure, rapid beating of the heart (can kill your heart quick this way), vomiting, nausea, hyper-active behavior, and in some cases death. Sexual harassment isn't a large problem yet, but it is a problem. I have had all genders slap, and tweak my butt. It makes me angry. People stuff food down ladies shirts. Just have someone talk about these problems and how to fix them and that should be fine!

I don't know

More windows! Fresh air...plants...flowers! NEW PAINT NEW LIGHTING!

More windows, fresh air, more paintings on walls, plants, make the surroundings more "homey".

It's too dreary. plants, flowers, NEW PAINT, new lighting too. BTW, I don't think the dress code is fair. If we need to change anything, it's the fact that people get away with way too many inappropriate outfits. If we're going to be told to change because we're wearing shorts, then anyone wearing shorts should be told the same.

Band tours must be longer

Having more sports teams such as volleyball or swimming.

More variety of after-school activities. More social get-togethers—beach vespers, picnics, etc.

Fundraisers!

More options besides intramurals. Having time to actually do the extracurriculars and homework.

I can't always do what I want because of my schedule, different times?

Do more fun stuff.

More sports.

AA has NO school spirit @ all. It would be nice to switch things up—do dif activities—the teachers never attend the activities unless they have to which says a thing or two.

Don't spend too much money on sports—that will bleed the school to death.

Announce the activities way in advance so we can work it into our schedules. Make more varieties in sports and drama.

Intramurals are boring we want real teams to play other schools.

Stuff non-athletes can do.

Be fair about dress code. Enforce with everyone. Be fair and consistent.

Put more place for basketball, because it is not enough for all students.

Have maybe an hour or so to use the gym weights after school. Have tournaments to participate with self-organized teams.

School-wide Action Plans

School wide Improvement Action Plan # 1

Standard: Administration

Objective: Develop a comprehensive financial plan to help fund projects and the operation of AA.

Action Plan	Person(s) Responsible	Action Steps	Date/ Time Line	Estimated Resources
1	Principal	Write a <i>letter to each of the pastors</i> in SW Michigan encouraging them to actively invite their boards to help fund the AA operating budget as a part of their yearly evangelistic thrust.	Summer 2009	None
2	Administration, Alumni/Development Director, and Board.	1) Determine <i>projects</i> to consider. 2) Sell them to the Board 3) Advertise them to the local community and friends of AA	Launch in 2010	\$2,000

School wide Improvement Action Plan # 2

Standard: Facilities

Objective: Develop a plan to provide for the upgrading of the 30-year old facility.

Action Plan	Person(s) Responsible	Action Steps	Date/ Time Line	Estimated Resources
1	Principal, Finance Committee, Board	Work with AU Plant services to replace <u>HVAC units</u> as needed. Replace 5 units over the Music area and 3 over the Commons area	Summer, 2009	\$250,000
2	Principal, Finance Committee, Board	Work with AU Plant Administration on rebuilding the <u>circle drive and parking lot</u>	Summer, 2011	\$120,000
3	Principal, Finance Committee, Board	Work with AU Plant services and other architects in the design and refurbishing of the <u>common's restrooms.</u>	Summer, 2011	\$30,000

School wide Improvement Action Plan # 3

Standard: Curriculum

Objective: Develop a plan to integrate the home schooling group into the Andrews Academy program, address the needs of the ESL/EL program, and form new connections with Sagunto.

Action Plan	Person(s) Responsible	Action Steps	Date/ Time Line	Estimated Resources
1	AA standing Curriculum Committee, Guidance Counselor, Principal	1) Identify a process of meeting with all of the <i>community home schoolers</i> in the local area. 2) Design and print a brochure appropriate for that group 3) Promote the idea of registering for one or two classes at the academy.	Spring, 2010 Fall, 2009 Summer, 2010	\$1,000 \$2,000 None
2	AAPT Director, English Faculty, Principal	1) Require the <i>international student to take TOFEL test</i> at the sophomore level.	Spring, 2009	None
3	Spanish Faculty, AA standing Curriculum Committee, Guidance Counselor, Principal	1) Ask <i>Sagunto</i> if they would <i>entertain the idea of connecting with AA in an exchange program</i> similar to the current German exchange program during the years alternate to the Bogenhoffen presence on our campus.	2009-2010	None to limited.

School wide Improvement Action Plan # 4

Standard: Community and Constituency

Objective: Develop a relational recruitment plan to attract students to the academy utilizing the tools of the mission-driven teacher, student and parent.

Action Plan	Person(s) Responsible	Action Steps	Date/Time Line	Estimated Resources
1	Principal, Faculty	1) Do <i>house to house visitation</i> in the local community during the summer preceding the school year. 2) Provide for an annual <i>summer free social</i> get-together for all high school aged students.	Summer, 2009 Already begun	\$1,000 \$1,000
2	Principal, Independent Web Designer	Develop a <i>new web site</i> especially for recruitment of the international student.	Already begun	\$6,000
3	Principal, English Faculty, Lithotech	Design and publish a new <i>AA brochure</i> for interested families.	Summer, 2010	\$3,000
4	Marketing Committee, Principal	Work with AU in the development of an <i>LCD sign for the front of AA</i>	Spring, 2010	\$30,000
5	Marketing Committee, Principal, Independent Video Producer	Design and produce a new <i>3 to 5 minute video</i> for marketing AA.	Summer, 2009	\$3,000

