

Woodland Christian High School
2006 – 2007

ANNUAL REPORT

June 31, 2007

I Peter 5:6

**Humble yourselves under God's mighty hand that
He may lift you up in due time.**

2006 –2007 Verse

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INTRODUCTION

Woodland Christian High School saw many leadership changes prior to the start of the 2006 – 2007 year. Superintendent, principal and guidance counselor were all hired prior to the start of the year. In spite of these changes WCHS is determined to maintain a strong academic base that incorporates all the Expected School-wide Learning Results.

WCHS continues to offer a general academic track and two college-prep programs for students. The courses offered at WCHS meet the subject “a-g” requirements of the University of California. WCHS continues to have over 90% of its graduates continue their education at college. On June 2, 2007 WCHS graduated 33 students in their sixth graduating class. They were accepted to 26 different colleges and universities across the nation. These 33 graduates are added to the already 204 graduates going before them in the previous 5 graduating classes.

EVENTS

Retreat at Ponderosa Lodge, Santa Cruz, CA (September 13 – 15)

87 of the 115 students attended the three-day two-night outing which included a great day at the Boardwalk, campfire on the beach, class competitions, volleyball, football, and student/faculty soccer game. Former WCS student Clint Letterman was invited to speak at the four chapels we had while at the lodge. Clint challenged the students to live for Christ. This event directly addresses the ESLR, “Developing persons of faith”. Time was given at the evening service for students to dedicate their lives to the Lord Jesus Christ. Students interested in making changes in their lives were asked if they wanted to speak to a staff person. Eighteen students talked to staff personnel that night.

Back –to-school Night (September 18)

Parents were invited to meet each teacher and review the class syllabus. Seven minutes was allotted per class. A senior parent meeting with the guidance counselor followed to inform seniors on college entrance dates and information.

Fall Formal (October 28)

The Fall Formal is the Woodland Christian High School’s formal event of the year. The 2006 – 2007 Fall Formal started with the introduction of the event in chapel. Directives to the students on etiquette, dress, and procedure were part of the chapels leading up to the event. All students were encouraged to attend with friends if not with a date. The evening began with the Grand March at WCHS blacktop area that was decorated for the march. Couples and friends were introduced in their formal attire. A large number of parents and relatives turned out to take pictures and see first hand how all the kids dressed themselves up. Following the Grand March the students went to dinner on their own and later met at the Yolo Flyers Club for dancing and deserts. After careful screening for appropriate music, a DJ had been hired. The DJ provided music and directed a fun evening of dancing and even taught several different dances during the evening. Students seem to enjoy the evening and there were no complaints from parents.

Fall Drama Production (Nov. 30 – December 2)

The play “Arsenic and Old Lace” was produced by the drama department and was performed at the Pioneer High School Theater. Articles in the local newspaper advertised the performance. The cast included ten students and 5 students worked on sets and provided vital backstage help. About 200 people saw the performance.

Apple Thrill (November 12)

The last three years chapel-prep class has organized an all-school 5 1/2-hour trip to the foothills to visit an apple ranch during the month of November. A bus was rented from the WJUSD this year for a majority of the students to ride. Students arrived at the ranch and were allowed to buy various apple products to eat. Students sat in picnic areas and visited with teachers and enjoyed the conversation. After about two hours students were led back to the bus and cars for the return home. After returning teachers felt that in the future students should be allowed a brief time at the apple ranch and then we should go to one of the nearby parks to eat and have a brief chapel.

Preview Day (January 10)

Potential students from local schools were invited to attend our school for the day and have lunch. We had six students come for the day. Each visitor was assigned a grade appropriate student to be their host for the day. They attended chapel, visited with teachers, and got an introduction to the performing arts and athletic programs. All but one of the students decided to attend Woodland Christian High School.

Community Workday (April 4)

This year Woodland Christian High School working with the City of Woodland Parks and Recreation spread bark at four city parks. Each class was assigned a park and bark was delivered by the city. The city provided rakes, shovels, and wheelbarrows. Student went straight to their assigned park at 9:00am and finished the last park by 12:45pm. About 93 percent of our student body attended and worked the event. Snacks and drinks were delivered to each park. This was a great day for our community and taught first hand the ESLR of being community contributors.

Spirit Week (April 23 – 27)

Spirit week was held in conjunction with the Stanford Achievement Testing. Testing was done for the ninth and tenth graders in the morning with the Spirit week festivities beginning after lunch for the entire school. Spirit week consists of class competitions in many daily events with the winning class announced on Friday. Highlighting the week were events such as egg drop, iron stomach, water balloon catch, muddy tug-a-war, and muddy water scavenger hunt. The week finished with a talent show and the senior class once again winning the competition. Teacher’s felt there was much better participation this year than previous years.

Spring Drama Performance (May 10 – 12)

The spring performance WCHS players performed the Alien Voices production of two classic works of science fiction, “Journey to the Center of the Earth,” by Jules Verne, and “The Invisible Man,” by H.G. Wells. These productions were plays that had been adapted for a Reader’s Theater. Ten students were involved in the performances doing voices and sounds. About a total of 150 people saw the performances during the three nights it ran.

Senior Trip (May 29 – June 1)

This year the seniors decided to once again go to Southern California for the three-day trip. Seniors raised money with various fundraisers to go on the trip. The cost for each student was \$340.00. The trip was chaperoned by Andy Flowers, Chad Williams and their wives. Stops included the beach with a barbeque, Disneyland, and Six Flags Magic Mountain. This was the last time the class was together prior to graduation day. A time was given for reflection and sharing about their journey through Woodland Christian High School.

CHAPELS (Wednesdays)

Chad Williams directed chapels for the 2006 – 2007 year. The middle school chapel was at 8:30am – 9:30am. The high school started at 10:25am – 11:25am. Speakers were sought to challenge and encourage students to live for Christ. Speakers are from First Baptist Church staff and other area Christian ministries. Worship music was lead all year by Brian Gumpy, a former Woodland Christian Schools alumnus. Students came to really enjoy his ministry and responded very well all year. Usually a game or skit prepared by the chapel-prep class opened each chapel. Next, worship in singing was led by Brian. Students were allowed to stand, but not forced. Usually about half to three-quarters of them stood up. Towards the end of the year the number of students actively participating increased to 80 to 90 percent. Biblical topics included: missions, Christ's death and resurrection, influences, great commission to a lost world, addictions, and other various youth related themes. Our school mission of developing person of faith was the driving force behind our chapel format and scheduling. Praise God for the declaration of God's love and the student decisions made from the hearing of God's Living Word and the work of the Holy Spirit to change lives!

DEPARTMENT REPORTS

Math Department

The math department accomplished the ESLR's by doing the following:

Persons of Faith: Class prayer, and presentation of math as proof of absolute truth.

Effective Communicators: Students worked in groups to acquire, analyze, and synthesize information and then relate what was learned to the class.

Life-Long Critical Thinkers: Math equations and problems were used to solve real life situations.

Quality Producers: Accepted daily organized and legible work for homework, tests, and projects.

Community Contributors: Many students had the opportunity to peer-tutor younger students in developing their math skills.

English Department

The English department accomplished the ESLR's by doing the following:

Persons of Faith: Classes participated in discussions of how themes in Literature, such as redemption, grace, and consequence of sin, point to Christ as the ultimate example of these themes. Prayers were shared in class, as needed. Authors were presented and evaluated according to Christian principles. Christian authors introduced ideas pertaining to biblical truth.

Effective Communicators: Students participated in dramatic reading and theatrical production in the classroom. New vocabulary was learned and used it in short story and essay writing. Both formal essay and multi-media presentation formats were used for literature response assignments.

Life-Long Critical Thinkers: Classes interpreted and discussed difficult texts, evaluated flawed texts, and wrote timed essays. Literature was used to assess character development, life-choices, and quality of life. Students were encouraged to find new ideas and respond to them thus personally interacting with literature as a means of acquisition, evaluation and application of life principles.

Quality Producers: Classes studied grammar applications and used them in their writing assignments. A combination of both formal and informal written work was assigned and evaluated. Students were encouraged to use various means of expression such as art, poetry, essays, live production, and film, to produce quality assignments.

Community Contributors: Explored local issues and people. Reviewed authors whose writings made great contributions to the societies in which they lived.

Science Department

The science department worked very hard this year learning about evolution verses intelligent design.

Persons of Faith: We usually started our time with class prayer, which helped us get in the proper mind set to learn how God “makes things work” in the world around us by studying the intricacies of biology, chemistry, anatomy, and physics.

Effective Communicators: As effective communicators we presented synthesized information to the class. Scientific discovery was achieved through research projects and group work. Assessments were made using a variety of presentation methods which included: verbal presentation combined with audio-visual aids (posters, power point, video, or concrete models.)

Life-Long Critical Thinkers: Lab classes require students to think critically in order to analyze and interpret data gathered through experimentation. Labs also provide hands-on practical application of concepts taught in the classroom.

Quality Producers: As quality producers students were required to do in-class group projects, as well as research projects and experiment analysis and interpretation. Completing homework became an essential component in becoming a quality producer.

Community Contributors: As community contributors we were able to participate in the Relay for Life Cancer Walk held Oct.7-8, 2006. This helped us understand the scope and funding of on-going medical research.

Social Science Department

The Social Science Department approached the ESLR's in the following manner:

Persons of Faith: In class prayer was practiced as needed. In U.S. History, the students examined the grace of God in the context of the Holocaust. The World History classes studied reformation and church government, using the Bible as the source of truth. All classes periodically reflect on God's providence as well as attempt to ascertain His will for us as we take our place in history.

Effective Communicators: The students researched, wrote and presented a variety of projects to the class. U.S. History students researched and wrote extensive papers regarding a specific decade in recent U.S. history. Subsequently, they joined together with classmates and presented their combined research in elaborate presentations which included playwriting, multi-media, social, historical, religious and political themes. World History students presented a several projects, both independently and in groups. Topics varied depending on the time-period being studied.

Life-Long Critical Thinkers: Students evaluated a variety of subjects and their impact on societies. From hunter-gathering societies in World History, to Revolutions, to the cause and effects of wars students were continually asked to evaluate purposes and impacts. 2) U.S. economics, production, supply and demand and price fixing 3) The Depression.

Quality Producers: Students prepare reports responding and linking current issues (newspaper, magazine, or on line news articles. In History classes, they read the article, identify the region (geography), and write a compare/contrast type of essay linking past and present. In addition, see "Effective Communicators" section (above.)

Community Contributors: Students were given credit for participation in a Veteran's Day event. While there is not a lot of opportunity for practical application of principles in the lower grades, students are continually instructed in preparation to become active and informed participants in our democracy. Civics students discuss the Constitution and current issues and prepare to vote.

Bible Department

Expected School-wide Learning Results were addressed in the following manner:

Persons of Faith: This was done through studying the Bible, discussion of faith, interdepartmental participation in missions, class prayer, and exploring concepts related to the relevancy of Jesus Christ in today's world.

Effective Communicators: Accomplished through personalize faith study, opportunities to share faith in chapels, and participation in school mission trip.

Life-long Critical Thinker: Challenged to study the Bible, and defend their faith with Christian apologetics.

Quality Producers: This is done as the students grow as persons of faith that will positively influence every area of their lives.

Community Contributor: Accomplished in Christian service opportunities in the community, and school-wide mission trips.

Visual/Performing Arts Department

In the 2006-2007 school year, WCHS Fine Arts worked to build the following results into its students in the following ways.

Choir provided an opportunity to *internalize their faith* through the singing of various pieces of sacred music. Students who began the year fearing the idea of singing in front of others overcame this fear by singing in both the Fall and Spring concerts, thus becoming *effective communicators*. In discussion and class instruction, the choir was introduced to various styles of music available for choral performance, including pieces of a classical nature as well as what is considered popular music. The desire was to generate a level of *critical thinking* where music styles are concerned. Many of the students were introduced, for the first time, to the idea of reading a musical score. And they *contributed to their community* during the concerts by sharing their hard work with those in attendance.

Drama required a high level of *critical thinking*, and this year those involved with the plays showed their abilities by affecting good characterizations in their roles. They showed themselves as *quality producers* through the craft of memorization, and through good interaction with each other's characters. And in performing these plays, they *contributed to their community* by performing diligently each night.

Art provided an excellent atmosphere for growth in understanding the nature of various art forms. In reviewing sacred art from various disciplines, such as painting and sculpture, students were encouraged to be *persons of faith*. Through each art project students were encouraged to be *quality producers*. And by seeking to send a message through their art, they worked at being *effective communicators*.

Physical Education Department

The Physical Education department in 2006-2007 was able to meet most of the ESLR's identified in our rubric:

Persons of Faith: Students were encouraged to practice fair play in all P.E. activities. It is a point of emphasis within the department. A reminder of God's role in taking care of our bodies is interwoven in the curriculum. We could do a better job of having prayer a normal part of the classroom routine.

Effective Communicators: Students are regularly given written tests on rules and strategies. We have been alternating years, so the students are not taking the same tests two years in a row. Students work in continuously changing teams encouraging communication with all of their classmates.

Life-Long Critical Thinkers: Students wrote an essay at the beginning of the year about fair play and how it related to an article that they read. During our football unit teams have practices in which they make up at least five plays that involve every member of the team and work towards the strength of that team.

Quality Producers: Students were tested in various physical activities and worked to improve their performances with the idea that each person is unique and needs to work toward their own personal best. Mile times are recorded each week and times are lowered each quarter in accordance to rising fitness levels.

Community Contributors: Freshman students complete CPR/First Aid certification from Red Cross during Health class. This enables them to contribute in a local emergency if the need arises.

The strength of the Physical Education department is giving the students a less structured environment to demonstrate their mastery of the ESLRS. Outside moving and participating in an activity is a very different environment than the classroom, and in many ways a clearer reflection of the students character.

Language Department (Spanish)

The Spanish department addressed each of the ESLR's for all four levels as follows:

Spanish I

Persons of Faith: They learned Christian songs

Effective Communicators: They learned basic vocabulary, greetings, basic conversation models. They read orally and did interactive oral activities.

Life-long Critical Thinkers: They began to understand that languages function differently and that there is no "right way" for languages to be but we must learn to think differently to learn a new language. They began to learn verb conjugations and root words; skills they will use all through their courses in Spanish.

Quality Producers: They wrote essays, took tests, created a poster of a Latin American country and did various art projects from Spanish speaking countries.

Community Contributors: They began to learn new culture and that they are part of the cultural world and that they may need to change thought patterns and actions to be effective.

Spanish II

Persons of Faith: They learned a Christian song and were introduced to Mexico missions. They also began to memorize Bible verses in Spanish.

Effective Communicators: They continued to learn basic Vocabulary in a variety of domains through word lists, oral reading and interactive partner activities that involved role playing and basic conversations. They wrote an essay in each domain studied. This

year we didn't do small group and pronunciation work because of the size and composition of the group. We will work on this next year.

Life-long Critical Thinkers: They are encouraged to look at root words with similarity to words in both languages to make educated guesses on their vocabulary list so that when they encounter new words in context they can figure them out independently.

They watched a movie that dealt with the plight of migrant workers and wrote an essay discussing how prejudice and work environments affect how the groups of California interact.

Quality Producers: They do daily homework, write essays, proofread essays, and have quizzes and tests.

Community Contributors: By discussing migrants and prejudice in Woodland, they are more equipped to be a positive influence and contributor given the issues of our community. They also discuss culture in Latin American cultures with the same approach.

Spanish III

Persons of Faith: They learn more Christian songs and Bible verses. They learn the Lord's Prayer and to tell the story of creation. They also learn about the Catholic religion and how it affects Latin culture and our interactions and missions.

Effective Communicators: They continue with essay writing, partner oral exercises and role-playing. They give a weather report and an oral presentation about creation.

Life-long Critical Thinkers: They are encouraged to look at root words with similarity to words in both languages to make educated guesses on their vocabulary list so that when they encounter new words in context they can figure them out independently. They do more independent reading where they must put these skills into practice. They also do a project to collect Spanish phrases around town to teach them to learn from their environment.

Quality Producers: They write essays, do homework assignments and take quizzes and tests. They give two oral reports and create a greeting card line in Spanish and illustrate their creation books.

Community Contributors: They continue to learn how to help others with their knowledge of the Spanish language and culture. They help the Spanish IV prepare for their missions trip and two of the junior students go on the trip with the seniors.

Spanish IV

Persons of Faith: They learn to communicate Bible stories and teach Christian songs. They go on a mission trips to Tijuana Mexico where they do children's programs and perform for churches. They learn how to pray in Spanish.

Effective Communicators: They do conversations in more domains, a lot of role playing and they write stories and essays. They learn to lead games and craft activities for the children's programs.

Life-long Critical Thinkers: The students learn more about root words and the different prefixes and suffixes of the Spanish language. They practice with all the verb tenses.

Quality Producers: They create art projects and games for the Mexico trip. They created a soundtrack and set for the Mexico drama. They write and rewrite longer essays as well as homework assignments and tests.

Community Contributors: On the mission trip, they teach children, help small churches, paint houses and distribute food to the poor. They learn how to explain and help with minor medical problems that they may encounter on a missions trip or work with migrant camps.

Non-Department (Computers)

Intro to Computers provided that needed introduction to a necessary skill in today's world, that being the ability to communicate proficiently through various kinds of digital forms. Students worked through the various components of Microsoft's Office suite of applications in order to become *effective communicators, quality producers*, and ultimately, *community contributors*. They were trained in the skills of Word Processing, Desktop Publishing, Spread-sheeting, Multimedia generation, and they were introduced to the skill of data-basing. They began by gaining an understanding of the basics of Microsoft Windows, then they attached each skill in Office as they worked through the semester.

2002 – 2006 Graduate Survey Results

Following is information compiled from a survey sent December 2006 to all 2002 to 2006 graduates of WCHS. There were currently 204 graduates at the time the survey was sent.

Of the 29 who responded, five graduated in 2006, nine graduated in 2005, four graduated in 2004, eight graduated in 2003, and three graduated in 2002. Fourteen were female and fifteen male.

When asked what information learned at WCHS prove helpful in their current endeavors, graduates answered varied widely. One predominant theme was personal relationships built, either through sports, academics, or spiritual applications.

Sixteen respondents stated they would have liked other programs to be offered at WCHS. These ranged from home economics to sign language; from marketing and communications to auto mechanics, football and cheerleading.

Twenty-two surveys indicated they would have liked more honors classes to have been offered.

Twenty-seven graduates have a personal relationship with Jesus Christ.

The first year out of high school, 28 of these students went on to college, eighteen of those also had jobs. Three students traveled and one became a homemaker.

Currently, seven students are in a two-year colleges; ten are in four-year private colleges; eight are in four-year public universities; and one is in graduate school. Two of the respondents have earned associate degrees and one has earned a bachelor of science degree. 18 of these students are also working.

The majority of the responses indicated the one thing that influenced them more than anything else in their experience at WCHS was teacher rapport, closely followed by chapel, sports, peers and honors classes.

2007 Graduate Survey

Questions

1. Nightly amount of homework was computed as follows:

Freshman year	76%	1hr	Junior year	71%	1hr
	19%	2hrs		19%	2hrs
	5%	3hrs		10%	3hrs +
Sophomore year	65%	1hr	Senior year	84%	1hr
	19%	2hrs		6%	2hrs
	6%	3hrs		10%	3hrs+

2. 65% of the seniors felt that the homework was relevant and beneficial to the understanding and retaining of each subject.

3. There was an average of 2.6 honors classes taken per graduate.

4. 97% of the seniors stated they had a personal relationship with Jesus Christ. Of that 97% they all stated it had a positive impact on their lives. 86% felt they are compelled to communicate the message of Christ to the world.

5. 63% agreed that WCHS prepared them well for college.

6. 67% agreed that WCHS prepared them well for the work force.

7. 37% strongly agreed and 43% agreed that WCHS was a good experience all around.

8. 73% agreed that WCHS classes were interesting and well organized.

9. 60% agreed that their school experience helped them to become a critical thinker.

10. 67% agreed that their school experience helped them to become a quality producer.

11. 60% agreed that their school experience taught them study skills and time management.

12. 33% strongly agreed and 43% agreed that their school experience taught them to become a person of faith understanding the unique message of Christianity.

13. 60% agreed felt that the courses at WCHS were challenging.
14. 67% agreed that WCHS teachers knew their subject matter and it was taught effectively.
15. 47% strongly agreed and 47% agreed that WCHS staff were willing to give them the time and help needed.
16. 23% strongly agreed and 67% agreed that they received adequate help navigating the college application process.
17. 17% strongly agreed and 60% agreed that their school experience helped them to understand their role in contributing to their community and world.
18. 43% of the seniors are females while 57% are males.
19. 80% of the seniors are currently enrolled in colleges for next year.
20. The following chart indicates what has influenced them the most in their experience at WCHS.

<u>Activity</u>	<u>Percent of Influence</u>		
	<u>Great</u>	<u>Moderate</u>	<u>Minimal</u>
Chapel	57%	37%	6%
Athletics	39%	48%	13%
Bible	41%	45%	14%
Honor classes	5%	41%	55%
Peer groups	48%	28%	24%
Social Activities	41%	45%	14%
Teacher/Student Rapport	41%	48%	11%
Mexico Missions Trip	52%	12%	36%
Mt. Hermon Retreat	66%	28%	6%
National Honor Society	4%	13%	83%
Community Workday	12%	50%	38%

21. Seniors were accepted to the following schools: Arizona State University, Azusa Pacific University, Baylor University, Bethany University, Biola University, Boise State University, Cal Baptist University, Cal Poly State University San Luis Obispo, Cal Poly State University Pomona, Concordia University, Corban College, CSU Monterey Bay, Dordt University, Fashion Institute of Design and Merchandising, Humbolt State University, Idaho State University, Long Beach State University, Masters College, Menlo College, Point Loma University, Sacramento State University, San Diego State University, San Jose State University, San Francisco State University, Simpson College, Solano College, University of San Francisco, University of California Merced, University of California Riverside, University of California Santa Barbara, University of California Santa Cruz, Woodland Community College, Whitworth College, Willamette University.

22. The seniors were awarded the following scholarships: Tyson Miller Memorial, William F. Ropke Memorial, Provost Scholarship (Baylor University), Cal Grant,

Sacramento State Academic, Dale Lacky (CIF), Eagles Auxiliary, Distance (Dordt University), GPA (Dordt University), Woodland United Fellowship Church Scholarship.

Parent or Guardian Survey Results

This was the first parent survey to be recorded. A survey was sent to all the parents of students of WCHS. They were sent out the first week in May. They were due back to the office June 1. Out of 113 surveys sent, 19 surveys were returned to the school office.

Parent survey results are as follows:

Questions

1. Those parents or guardians who responded represented the following: 21% freshman, 31% sophomores, 16% juniors, and 21% seniors.
2. The percent of parents or guardians that were aware of the following support services included:

Teacher/student tutoring at lunch or after school	42%
Edline services	79%
Peer tutoring	31%
3. Students were able to see the guidance counselor within a reasonable amount of time.

21% strongly agreed
16% agreed
58% did not know
4. The administrators were easy to reach and helpful.

74% strongly agreed or agreed
11% disagreed
16% did not know
5. I have found the teachers easy to reach and helpful.

74% strongly agreed or agreed
26% did not know
6. The Expected School-wide Learning Results (ESLR's) that describe some major skills students should have when they graduate are very valuable for my children to learn.

58% strongly agreed or agreed
5% disagreed
31% did not know
7. I have ample opportunities to offer input into the way the school operates.

38% agreed
31% disagreed
31% did not know
8. The rules and policies at the school help to provide a safe and secure campus.

84% strongly agreed or agreed
16% disagreed
9. My student is on track to graduate.

100% yes

10. I am satisfied with the course offerings at WCHS.

63% yes
32% no

- 5% did not know
11. Do you read the monthly newsletter to obtain information about graduation requirements?
42% yes
42% no
16% did not know
 12. Where do you go to get information about graduation requirements?
10% course catalog
15% web site
35% counselor
40% teacher
 13. Do you know about alternative ways for students to get credits in order to graduate?
40% yes
60% no
 14. Does your child attend the following to help make up credits he/she may have lost?
5% summer school
0% on-line classes
0% community college
95% does not need to make up credits
 15. Do you see your child relating the information from school classes to his/her daily life?
59% yes
23% no
18% do not know
 16. In what area do you feel your child is successful?
68% History 68% Bible 79% English
42% Math 42% Science 53% Art/Music/Drama
58% Physical Education 47% Athletics
 17. How frequently do you check your child's attendance?
11% once a week 42% never
5% at least once a month 53% do not know how to check
 18. Mark all types of academic support you give your child.
74% inquire daily about homework
79% contact teachers when I have questions about performance
84% attend back to school night
100% review progress reports and report cards
47% contact administrator or counselor when I have questions about my child
 19. I prefer to contact my child's teachers through:
60% e-mail 0% letter
15% phone 26% in person
 20. I believe there is a strong relationship between student performance and parental involvement in the school, such as belonging to TAG, chaperoning activities and field trips, volunteering for lunch duties, attending Back-to-School Night and Open House.
43% strongly agreed
47% agreed

- 5% disagree
5% did not know
21. How effective is Back-to-School Night in acquainting parents with teachers' expectations and the work that their students will be doing in various courses?
45% very effective
45% somewhat effective
5% not at all effective
5% I don't know because I don't attend
22. How effective is Open House in showing parents what their children have been learning?
30% very effective
55% somewhat effective
10% not at all effective
5% I don't know because I don't attend
23. How would you prefer to be contacted by our school?
63% home phone 68% e-mail 26% letter
52% work phone 42% by mail
24. I have found the counselor easy to contact and helpful.
32% strongly agreed or agreed
5% disagreed
63% did not know
25. I feel that my child has teachers who are well prepared to provide a quality education.
85% strongly agreed or agreed
15% disagreed or strongly disagreed
26. I receive timely information from WCHS about activities and programs that may affect my child.
5% strongly agreed
53% agreed
37% disagreed
5% strongly disagreed
27. Woodland Christian High's sports programs are well coached and organized.
15% strongly agreed 40% agreed
20% disagreed 25% did not know
28. My child is able to enroll in the classes that he or she wants to take.
21% strongly agreed 58% agreed
5% disagreed 16% did not know
29. Teachers use a variety of methods to evaluate my child's learning.
31% strongly agreed 22% agreed
47% did not know
30. WCHS is preparing or has prepared my child for a successful life in terms of:
89% being persons of faith 58% being an effective communicator
63% being a critical thinker 37% being a quality producer
58% being a community contributor
31. Overall my child feels safe and happy at WCHS.
60% strongly agreed 35% agreed
5% disagreed
32. This is how I rate the school:

25% excellent 55% good 15% fair 5% hard to say

Teacher Professional Development

On going opportunities for teacher professional development continued throughout the year. Beginning with orientation, teachers sat through two 5-hour in-service seminars in August. They went to the Association of Christian Schools International attending at least 3, 1-hour seminars and 3 general sessions in their subject in October. In November they attended 3, 2-hour department meetings covering state standards, checking curriculum, and sharing teaching techniques.

Teacher mentoring for teachers with three years or less was started in January 2007. The meetings were twice monthly and consisted of discussion of current class problems and reviewing research-based knowledge about teaching and learning. The book *Seven Simple Secrets – What the Best Teachers Know and Do* by Annette Breaux and Todd Whitaker was the research-based source for mentoring and teaching improvement.

Budget

Despite a continuing enrollment decline, the school was able to meet all of its financial obligations for the 2006-2007 fiscal year. However, as planned in the current year's budget, this necessitated the depletion of most of the development reserves. Because of budget concerns, the teacher certification program proposed by the administrator, establishing forgivable loans to help teachers with continuing education, was not adopted. An alternative plan was adopted that establishes teachers on a salary scale that greatly rewards those teachers that have obtained a state credential. Another addition was an increase in the budget to provide for special workshops to increase the level of professional development for teachers. It is believed that these two action steps are the most feasible means to meet the goal of increasing the amount of professional development of the faculty.

Summer 2006 School Action-plan Update

Action 1: Develop and implement a written plan for professional development.

2006 - 2007 accomplishments

- *Published rubrics for peer and administration evaluation of teachers
- Proposed plan for teachers to obtain credential
- Began publishing teacher reports evaluating professional development opportunities
- Developed and implemented a mentoring program for new teachers (Plan to placed in teachers manual)
- *Published school-wide rubrics for measuring student achievement of the ESLR'S
- *Published department rubric to measure student achievement of the ESLR's
- *Published parent, senior, and graduate surveys in annual report

* Rubric attached to existing report

Stanford Achievement Testing Summary

(Most current scored data, 4/2006)

2005 – 2006 Data (Complete Battery, 4/06)

Grade	Mean # Correct	National Percentile Rank	Median Grade Equivalent
9 th	192.6	64.6 percentile	12.4 G.E.
10 th	154.5	64.6 percentile	PHS
11 th	178.8	63.6 percentile	12.7 G.E.
12 th	does not take the test		

Leadership Team

Production of this 2007 document was a joint effort of the Woodland Christian High Leadership Team. A special thanks to the members that include Barb Wyatt, Doug Brown, Dr. John Crandall, Gary Christopherson, Jill Chandon, Les Toland, Michelle Booth, Suzi Hargadon, and Teresa Perkins.

Closing Comment

2006 – 2007 was certainly an eventful year for Woodland Christian High. Highlighted by 33 students graduating and accepted in 26 different colleges or universities across the country. Woodland Christian High School graduates will impact the world for Jesus Christ. At the writing of this report two graduates are currently serving on a summer mission trip in China and dozens of WCHS students have gone or are planning to go on summer mission trips to various places in the US and Mexico with WCHS or with their church youth groups. It is our prayer that graduates of WCHS will remember what they have been taught to succeed in life but more importantly how to handle success and failure as a person of faith. Woodland Christian graduates have been given a biblical foundation in which to build their lives. May God enable them to live out this great calling and experience God’s perfect plan for their lives.