

To the Graduate Council:

I am submitting herewith a dissertation written by Ray Harrison Hughes, Jr., entitled "A Descriptive Study of Facilities, Faculty, Staff, Curriculum, and Finances in Grades K-12 in Schools Sponsored by the Church of God in the Continental United States." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of the Doctor of Education, with a major in Curriculum and Instruction.

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We have read this dissertation
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A DESCRIPTIVE STUDY OF FACILITIES, FACULTY, STAFF,
CURRICULUM, AND FINANCES IN GRADES K-12 IN
SCHOOLS SPONSORED BY THE CHURCH OF GOD
IN THE CONTINENTAL UNITED STATES

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Degree
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Ray Harrison Hughes, Jr.

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DEDICATION

This study is dedicated to my wife, Kathy, and two sons, Joseph and Ray III. Their encouragement, patience and understanding have made the completion of this project possible.

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ABSTRACT

The purpose of the study was to examine the status of facilities, faculty, staff, curriculum, and finances of the Church of God schools, K-12, in the continental United States and make recommendations concerning the continued growth and development of the schools.

The population under investigation involved 142 institutions listed in the Church of God Christian School Directory, 1984. Ninety-seven of the schools completed and returned the survey instrument.

A questionnaire was developed by the author to collect the data. It consisted of five major areas: facilities, faculty, staff, curriculum, and finances. The principal or chief administrator of each of the participating institutions responded to the questionnaire.

Findings were summarized in the five major areas studied. Some important findings of the study included the following:

1. Church of God schools were not established as a result of civil unrest demonstrated in the sixties and early seventies. Sixty-five percent of all schools responding to the survey were established since 1978.
2. Survey results suggested that facilities other than libraries, science laboratories, faculty

lounges, music and band studios, and gymnasiums were adequate.

3. A small percentage of the faculty did not receive a salary.
4. Pastors of the sponsoring churches took an active role in practically all areas of the school operation, but most often in an advisory capacity.
5. Faculty and staff salaries were quite low across the board in comparison with public schools.
6. Fringe benefits were lacking in all areas surveyed for both faculty and staff.
7. The curriculum used by the schools was basically of two types:
 - A. Accelerated Christian Education or similar materials
 - B. Conventional programs using materials by Christian publishers where possible.
8. The teaching of Bible as a subject was given a prominent place in the curriculum of all schools.
9. The primary sources of income for all schools and only sources for many schools were student fees.

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CHAPTER I

INTRODUCTION TO THE STUDY

General Introduction

Early education in the United States was primarily church related up through most of the nineteenth century. The first public schools established in the Massachusetts Bay colony in the 1640's incorporated Bible reading. Early church schools were the concern of "Anglicans in Virginia and Carolinas, the Catholics in Maryland, the Puritans in New England, the Dutch Calvinists in New Netherlands, and the Quakers, Swedish, and German Lutherans, Moravians, Dunkards and Mennonites in Pennsylvania" (Kraushaar, 1976, p.7).

Between 1932 and 1960, about 90 percent of the private schools in America were still church affiliated. By 1978 this figure had dropped to about 80 percent (Nehrt, 1981). Most of this decrease was due to a marked decrease in the number of Catholic schools which experienced a 40 percent decline between 1965 and 1975. At the same time fundamentalist Protestant schools increased rapidly in both the number of schools and students (Nordin, 1980). Still, about two-thirds of the pupils attending private schools attend Catholic schools. Lutherans rank second and seventh-Day Adventists are third (Nehrt, 1981).

According to the National Center for Education Statistics, more than 18 percent of elementary and secondary schools in the United States are now private (Kappan, 1980, p. 308). The total number of students attending private schools accounts for approximately 10 percent of the elementary and secondary education sector. "This translates into 5 million students, 20,000 schools, and approximately 4 billion dollars" (Abramowitz, 1980, p. 1).

There has been a dramatic growth in nonpublic, non-Catholic education. Such schools increased by 134.4 percent between 1965 and 1975, according to an estimate by the Bureau of Census (Nordin, 1980). This dramatic increase is attributed to the fundamentalist churches rather than the traditional church schools of the Catholic, Lutheran and Adventist denominations (Stoker, 1980).

During the 1970's, the number of Christian schools in the United States mushroomed to the extent that according to Lanouette (Carper, 1979), two new Christian schools were opened each day. Others give a more optimistic figure of as high as four Christian schools opening per day (Turner, 1981). This rapidly growing phenomenon has affected practically all evangelical denominations, and the Church of God is no exception.

Public school enrollments declined by 12 percent during the last decade; however, evangelical Protestant schools are increasing rapidly, not only in the number of schools, but

in student population as well. Because of the lack of data for Christian schools, exact enrollment figures are difficult to obtain, but most researchers put the figure at well over 950,000 students (Carper, 1979).

In 1980 the Church of God operated 40 day schools and child care agencies with a total enrollment of 2,870 students (Ward, 1981). In 1984, according to the Church of God Christian School Directory, there were 244 such institutions reporting. The schools for the most part were operated by local congregations and were considered to be part of the church's ministry.

Statement of the Problem

There has been no extensive study of Church of God institutions, K-12. While the church did publish a set of guidelines for the establishment of Christian day schools, there is no way of knowing if these guidelines have been adhered to; nor is there currently a systematic evaluation of the schools or a method of obtaining information concerning the continued growth, development and ongoing evaluation of these schools. However, a Church of God Education Association, which will assist the schools in these areas has recently been formed. According to the Church of God Minutes (1978, p. 38), the following resolution was passed:

No church shall implement a Christian Day School without permission from the state overseer. It is further suggested that pastors be advised that

guidance can be furnished from the General Education Department.

Reporting to the Church of God Department of General Education has been and continues to be strictly voluntary.

Purposes of the Study

This study attempted to examine the current status of facilities, faculty, staff, curriculum, and finances, and sought to focus on important aspects of these areas in an effort to improve existing programs. Data gathered should prove valuable to the Department of General Education and administrations and faculties of Church of God schools as they strive to improve existing programs as well as institute new programs.

More specifically, the study had the following purposes:

1. To determine the availability of adequate facilities in light of the programs being offered by the institution.
2. To describe existing faculty and staff in terms of qualifications such as degrees as well as determine the salary and benefits provided by the institution to the personnel.
3. To examine and compare the curricula of the institutions.
4. To examine the financial structure and status of the schools including resources and expenditures.

5. To offer a comparison of schools by size and curriculum style as it relates to facilities, faculty, staff, curriculum, and finances.

Significance of the Study

This study was the first comprehensive examination of Church of God educational institutions, K-12. These institutions, like those of other denominations, occupy a unique niche in education. In order that they continue to offer a creditable program of study, it was necessary that they be surveyed, focusing on their unique situations, with the intent of providing useful research data which their leadership as well as the General Board of Education could use to improve the institutions.

This study includes information about all known existing Church of God day schools, K-12, that responded to the questionnaire. The data provided should be useful to institutions needing help in improving facilities, faculty, staff, curricula programs, and financial stability. The schools operate on limited budgets and receive few, if any federal dollars. Therefore, they need help in developing low-cost, effective programs.

Most importantly, the study provides up-to-date information for school development based on analysis of the data and review of related literature, as well as presents a basic structure for those who are planning schools or who wish to upgrade existing institutions. The study allows

existing institutions to compare their programs with other Church of God institutions and establishes a framework for ongoing research and evaluation of the schools. This should prove valuable as the schools attempt to improve facilities, personnel, curricula programs, and finances.

Identification of the Population

Listed in the Church of God Christian School Directory were 142 institutions which could be identified as offering some portion of a K-12 program. They varied in size from the smallest with a student population of eight to the largest with an enrollment of 539. The greatest concentration of schools was in the southeast. Florida, with 27 schools, had the highest number of schools which offered some portion of a K-12 program.

All of the above identified institutions were chosen for the study. The principal or chief administrative officer of each school was contacted to participate in the study.

Data Collection

The instrument used to collect the data for the study was an expansion of the Survey of Church of God Schools instrument developed in 1981 by Horace Ward who, at the initiation of the study, served as an assistant director of the Department of General Education for the Church of God. The curricula questions were developed by the author from issues identified in the review of related literature and

examinations of both public school and private school programs.

A questionnaire was mailed separately to each principal or chief administrative officer participating in the study. The principal was asked to respond to the entire questionnaire.

The author visited three of the participating schools to conduct interviews and view the operation of the schools firsthand. All schools were categorized into five groups according to grades offered and type of curriculum used. One school was selected from each of the three largest groups to participate in the on-site visits. Each principal or chief administrative officer was interviewed. All participants were asked to answer several predetermined questions concerning the philosophy, goals, and general operation of their schools. The main purpose of the visits and interviews was to give the investigator a firsthand look at the basic types of schools participating in the study.

Data Analysis

The data were analyzed on the basis of pertinent questions which were posed by the study.

Assumptions of the Study

1. Christian schools provide a quality educational experience.

2. Participants were candid in their response to the questionnaire items.

Limitations of the Study

The findings were true only of Church of God institutions and cannot be generalized beyond the surveyed population.

Definition of Terms

Church of God. The Church of God is an international Pentecostal denomination with headquarters at Keith and 25th Street, Cleveland, Tennessee.

Christian School. When referring to Church of God schools, a Christian school is a church-provided school with an educational program which may offer some portion of grades K-12. Some Christian schools in existence are independent of a sponsoring church.

Quality of Instruction. For the purposes of this study, quality of instruction refers to the educational preparation of teachers and the instructional materials used. Assessing individual abilities of teachers and methods of presenting instructional materials were beyond the scope of this study.

Conventional Curriculum. A conventional curriculum is one presented in a traditional manner similar to the curriculum found in most public schools as opposed to independent study.

Accelerated Christian Education. Accelerated Christian Education (ACE) is a widely used self-paced individualized

curriculum developed by Dr. Donald R. Howard of Lewisville,
Texas.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

In order to grasp the makeup of Church of God schools, this researcher believed it was necessary to examine what was happening in the Christian School Movement in general. This tended to bring into sharper focus the meaning of the term "Christian school" as it pertained to this study and helped this investigator evaluate the results of the study in the broader spectrum of the total Fundamentalist Christian School Movement. -

According to a February 1980 article in Phi Delta Kappan,

Enrollment in so-called 'Christian' or Fundamentalist schools has climbed 118% (between 1965 and 1975) . . . The most rapidly growing segment of American elementary and secondary education is that of private Protestant fundamentalist schools. (Nordin and Turner, p. 391)

Other sources noted similar claims concerning the rapid growth of Christian schools. The "Options in Education" program (1978), aired on National Public Radio, attested to the fact that there were over 5,000 Christian schools with over a half million students enrolled.

During this same period, however, enrollments in non-public schools actually decreased more than 22 percent. Most of this decrease was due to the drop in enrollment in Roman

Catholic schools which showed an overall decline of 40 percent since 1965 before leveling off (U. S. Department of Health, p. 47).

Membership in the American Association of Christian Schools rose from 40 schools in 1972 to 120 schools in 1973 ("Boom in Protestant Schools," 1973). Today the largest Christian school organization is the Association of Christian Schools International (ACSI). According to the ACSI 1984 directory, their membership consists of 2,034 schools representing 292,171 students.

Why did these schools prosper and grow as some claim at a rate of two per day? What prompted parents to take their children from public schools and place them in these Christian schools?

The answers to the above questions are varied. No single reason or phenomenon boosted the growth of fundamentalist Christian schools; rather, it was affected by a combination of societal changes in values and mores, parental and student distrust of public education, the waning Protestant influence in the public school system, and the back-to-basics movement, since most Christian schools opt for a very traditional educational program with few frills.

Nevin and Bills in their book The Schools That Fear Built suggested that the upsurge in the establishment of Christian schools was related to racial integration. This

theory may have had some relevance at the time of their study, but recent findings showed that Christian educators painted a very different picture. They proposed that evangelical education was more directly related to the religious convictions concerning such issues as school prayer, obscene words in reading materials, views concerning the creation of man, the breakdown in discipline, low academic achievement, and the philosophical base of so-called secular humanism which prevailed in the Public School System (Turner, 1979, p. 4, dissertation). (See page 19 of this study for a definition of secular humanism.)

The only information published by the Church of God Department of General Education concerning Church of God schools, K-12, is a booklet entitled "Informational Guide: a guide for the establishment of Christian day schools, kindergartens and day care centers," which contains guidelines for the establishment of Church of God educational programs. Therefore, much of the literature review concerns evangelical fundamentalist Christian schools in general rather than Church of God schools per se.

Catholic, Lutheran, Seventh Day Adventist, and Calvinist schools were excluded, for the most part, from this review which deals basically with the fundamentalist Christian schools which have been adjudged by the author to represent more nearly the type of schools operated by the Church of God denomination.

The only available literature which referred specifically to established Church of God schools consisted of various bulletins, informational brochures, self-studies, and faculty and student handbooks produced by the individual schools. Most of these materials were in mimeograph form. Information from these sources was used to augment the views expressed in the published materials at large where appropriate.

What is a Christian School?

A Christian school, according to the "Informational Guide" published by the Church of God,

is a church-provided educational program which may offer grades K-12. Teaching and training of students while molding positive Christian personalities in preparation for full lives of vocation and service is of primary concern. In many instances it is a vital ministry of the church, helping to fulfill the scripture, "teaching them to observe all things that I have commanded you." (Staff, p. 6)

The above mentioned guide also lists 12 objectives for Christian schools:

1. To provide a program of academic excellence parallel to the regular course of study recommended by the state.
2. To instruct students in the faith and principles of the Word of God.
3. To show students their civic responsibilities and prepare them for adult participation as Christian citizens.
4. To teach students the vital truths of evangelical Christianity, such as the new birth, authority of Scripture, deity of Christ, etc.
5. To impart Christian social graces.

6. To integrate secular subjects with the Word of God.
7. To teach that God is Creator and Sustainer of the universe and man.
8. To lead students to think creatively, to work well independently and collectively, and to develop personal discipline.
9. To prepare students who desire to further their education beyond high school.
10. To provide opportunities for a wide range of physical and mental recreation.
11. To assist students in developing communication skills.
12. To develop students' commitment to America's ideals. (Staff, p. 6)

There is no way of knowing, however, to what extent Church of God schools are measuring up to these objectives, since the general church has virtually no knowledge concerning the operation of its K-12 schools. The research needed to obtain this information was beyond the scope of this investigative study.

According to Dr. Paul A. Kienel, executive director of the ACSI,

True Christian school education is the process of leading young lives through a sequence of educational experiences which not only develops the students' skills of learning, but goes on to guide them into a wholesome body of knowledge which is Christ-honoring and appropriate for spiritually mature Bible-centered living. Anything that would be inappropriate for Jesus the master teacher to teach is not appropriate for the Christian school classroom.

He further declared:

. . . that the overall purpose of a Christian school is to provide a means by which a child can be inspired to live the Christian life in a non-Christian world. If the outcome of what we say or do in the process of Christian school education does not aim for that goal, then we have missed the

primary point of our intended ministry. (Braley, p. 1)

Dr. Keinel was again quoted in "Christian School Comments" (1977, p. 1) as stating:

Christian schools are Christian institutions where Jesus Christ and the Bible are central in the school curriculum and in the lives of teachers and administrators. This distinction removes us from direct competition with public schools. Although we often compare ourselves academically, we are educational institutions operating on separate philosophical tracks. Ours is Christ-centered education presented in the Christian context. Theirs is man-centered presented within the context of the supremacy of man as opposed to the supremacy of God. Their position is known as secular humanism.

More about this idea of public schools promoting secular humanism is shared later in this chapter when the philosophy of Christian schools is considered in more detail.

In his book Christian Education in a Democracy, Dr. Gaebeline spoke of the ideal Christian school as God-centered education for students whose parents want them to be other than average. He feels that the primary responsibility for Christian education lies with the church and the home. The Christian school is merely an extension of the church and home (Gaebeline, pp. 4-6).

Morris (1983) also asserts that ". . . the control of the educational process should remain primarily with the home and secondarily with the church."

Ballweg, in a 1980 study of 25 Christian schools, identified seven characteristics that were most often

repeated by respondents to his survey when describing Christian schools:

1. A staff comprised of individuals who have declared Jesus Christ to be their Lord and Savior.
2. The consistent demonstration of mutual respect and concern for each person associated with the school.
3. An environment in which orderliness and personal discipline prevails as an outgrowth of love.
4. A place where Biblically assigned roles, and the authority vested in those roles, are positively learned and responded to by staff and students alike.
5. An institution which recognizes and bows to Biblically identified moral absolutes, i.e. issues of right and wrong are not considered to be relative values, defined by a concept of situational ethics or existential philosophy, but are capable of being understood in absolute terms.
6. A place where God is not only honored, and His Word studied and held in reverence, but where His presence is sensed in every area of school life.
7. A place where the heritage and traditions of the United States is held in honor, and where patriotism and loyalty is encouraged. (Ballweg, 1980)

Aside from any other distinguishing characteristic, Ballweg (1980, p. 80) found the pattern of lifestyle to be more distinctively in contrast with secular schools than many of the other areas surveyed.

Gaebelein's book, although somewhat dated, offered the following list of elements which are vital to the Christian school:

1. The school must be built on a thoroughgoing Christian education philosophy.
2. The school must be staffed by a faculty thoroughly committed to its distinctive philosophy.
3. The entire curriculum must be Christ-centered.
4. The student body must actively support its philosophy and aims.

5. The school must recognize the two aspects of Christian education--the required and the voluntary.
6. The school must actually do the truth by applying Christian ethics in its relationship. (1951, p. 43)

Philosophy and Purpose of a Christian School

Once established, the philosophy behind the curriculum and daily operation of Christian schools is drastically different from public schools.

Ballweg (1980, p. 81) concluded his study by listing two factors which he found separated Christian schools from secular schools:

1. The Christian schools have a clearly established source of authority (Jesus Christ), and a standard of reference (the Bible) to which they may turn for guidance in conducting every aspect of their operation.
2. The Christian schools show evidence of attempting to conduct every aspect of their programs, and to teach every subject from a Biblical perspective, and in so doing, deny the humanistic assertion that the world of reality is comprised of a religious, secular dichotomy.

Each school sampled by Ballweg had the universal purpose of providing a quality education in an environment which was distinctively Christian. Each school, however, defined quality education in its own way. The phrase "distinctive Christian environment" is often used in the statement of purpose for Christian schools.

It is the position of the Christian schools that any educational program which attempts to exclude consideration of God as the Creator and Sustainer of all things and denies

the relevancy of the Scriptures in dealing with the ethical and moral issues of the day is not capable of providing a "quality education" (Ballweg, p. 76). Therefore, one could conclude that Christian educators hold that quality education is only possible within the Christian context which recognizes, first of all, God's view of reality as revealed in the Scriptures.

Christian schools tend to embrace traditional education ideals and stand openly opposed to "progressive education." According to Baker (1979, p. 35) the very core for the traditional philosophy of education is based on the following four principles:

1. Traditional education is God-centered.
2. Traditional education is authoritative in its approach.
3. This results in good Scriptural discipline and
4. Godly character training.

Progressive education, on the other hand, maintains a very different set of principles and values based on the pragmatic method promoted by John Dewey et al:

This philosophy when carried to its conclusion results in no authority, no absolutes, no standards, no discipline, little or no character training, precious little education, and a multitude of educational failures. (Baker, p. 36)

According to Birdsall (1978, pp. 46-47) there are at least 10 ingredients which should be included in a school's statement of philosophy:

statements about the school's beliefs with respect to life view, God, Christ, the Holy Spirit, man, education, knowledge, truth and reality, God's Word, and parental responsibility.

Many Christian school philosophies state not only what they are for but also include what they are against, and most always include a statement referring to the philosophy of public schools as being one of secular humanism.

According to Dr. Kienel,

Humanism is a religion. It is a religion that glorifies man instead of glorifying God. If you are a humanist educator, you continuously point to the wonders of man. If you are a Christian educator or a God-centered person, you continually point to the wonders of God. In brief, a human-centered person points to man and a God-centered person points to God. (1979, p. 1)

Most Church of God schools developed their own distinctive statements of philosophy and purpose. A few simply use a generalized or "canned" approach furnished in the student handbook provided to schools using the Accelerated Christian Education curriculum. Under the general heading of "Opportunity," the first page of the handbook reads:

The objective in building a private Christian school is to obey the Scriptural imperatives of Deuteronomy 6:5-7a

' . . . love the LORD thy God with all thine heart, and with all thy soul, and with all thy might. And these words, which I command thee this day, shall be in thine heart: And thou shalt teach them diligently unto thy children. . . . '

and of Proverbs 22:6 to train up a child in THE way he SHOULD go. Teaching is training. Training for life must include training for eternity.

A Christian school is an extension of the Christian home in training young people in a Christian environment for time and eternity. The

school staff works closely with parents to train the whole child.

Attendance at this school is a privilege and not a right. The goal of this school is not to reform, but to train Christian youth of every ability in the highest principles of individual responsibility, personal integrity, and good citizenship. This school stands without apology for the old-time Gospel and the highest standards of morality and Christian behavior. (ACE Handbook, 1978, p. 1)

To give a comparison of the philosophy of Church of God schools with the contemporary philosophical thought presented in the current literature, several highlights of the philosophies of Church of God schools surveyed are presented below.

The philosophy of the Palm Vista Christian School is to give a quality education in a Christ-centered environment. Our efforts reach toward high levels of spiritual, intellectual, social, psychological, aesthetic, and physical development and maturation. We help our students develop the concepts of individual worth and human dignity inherent in each person; develop a sensitivity to the world around and an awareness of these responsibilities therein; and guide them so that they may freely adopt a high personal code of values, coupled with the education, knowledge and wisdom required for each to be productive, intelligent, and beneficent members of society. (Palm Vista Christian School Handbook, p. 4)

An often repeated aspect of the above philosophy found in Church of God school philosophies and Christian schools in general is the statement, "a quality-education in a Christ-centered environment." This tends to reinforce the quotation made earlier which states in effect that Christian

educators believe that an education must be "Christ-centered" in order to attain quality.

The faculty of Cornerstone Academy, while not directly stating that they are Christ-centered, does give essentially the same message. Embodied in their philosophy is the following statement:

. . . we do recognize and teach Jesus Christ and the Salvation Message. We believe that we can teach young lives and their families through the love of Christ and by teaching and following the principles of life that God gave us in His Word--the Bible.

Their philosophy also touches on another basic belief of Christian educators that links the responsibility of an education with the home and the church. In doing this they further state: "Cornerstone Academy completes the total picture for young people with the best of the home, the best of the church, and the best of the school" (Cornerstone Academy Handbook, p. 2).

Pathway Christian Academy has at the center of its philosophy base the church and the home around which the educational experience revolves based on Acts 5:42: "And daily in the temple, and in every house, they ceased not to teach and preach Jesus Christ." The primary objective is to provide a quality Christ-centered education (Pathway Christian Academy Handbook, p. 2).

Sonshine Academy goes a step further than some schools by not only linking the school, home, and church, but also

stating the lines of authority concerning curriculum and discipline. The handbook states:

In proper arrangement the church, home and school all educate Because children belong to God, the church indoctrinates the home and the school (Ephesians 4:11, 12). The home serves God and the church as the most direct education of children (2 Timothy 1:5, 3:15).

The school as an arm of the church helps the home primarily in the academic area of education The ministry has pastoral oversight of the work and final authority in all matters (Hebrews 13:17).

We believe in a traditional approach to education which includes teaching with authority in an orderly classroom environment, giving prominence to the three R's and employing discipline as the need arises. (Sonshine Academy Handbook, 1984, p. 6).

Cloud Springs Christian Academy incorporates many of the same ideas presented above in its philosophy statement:

We propose to provide students a superior academic program and to instill in students a Godly life pattern: i.e., development of character, respect for authority, appreciation of discipline, an understanding of God's Word and its practical application into one's own daily life, and a desire for doing one's best our goal is to develop students who are academically and spiritually equipped to be led by the Spirit of God (Romans 8:16) into lives of service to God and Country. (Cloud Springs Christian Academy Handbook, p. 2)

Another slant to Christian education is seen in the philosophy statement of Everett Christian Academy Handbook:

"A Christian education is not simply a preference to be made, but a conviction to be followed no matter the cost whether financial, legal, or otherwise" (p. 8).

Some schools not only recognize the home, school, and church as contributing to the education of a child, but they also have broadened their philosophy to include the community. In explaining their reasoning, they conclude that the surroundings in which one lives from birth until death cannot change a child's heredity. However, the environment can be modified and shaped to a certain extent.

According to the Pathway Day School Self-Study, the four aspects of the environment that contribute the most to the growth and development of the child are:

The home, the school, the church, the community .
 . . . It is the goal of Pathway to help integrate
 all of these factors for the growth and
 development of a healthy well-rounded individual.
 (p. 36)

Finally, an argument for Christian education which is used in the philosophy statement is the idea that public schools are based on pragmatism and secular humanism while Christian schools are patterned after absolutes found in the Bible. Statements such as this one found in the Day Spring Christian School philosophy are common: " . . . to teach students the basics in education based on theistic absolutes and truth rather than pragmatism and humanism" (Day Spring Christian School Handbook Supplement, 1984, p. 1).

In summary, Church of God schools incorporated many of the ideas expressed in modern philosophical thought concerning a Christian education into their statements of

philosophy. Only a few were presented here to help set the stage for this research project.

The most often mentioned concept is that of a quality education which is Christ-centered and biblically sound. The next theme is that of education being the responsibility of the home and church. A few of the Scriptures most often cited in this regard are: Deuteronomy 6:1-9; Proverbs 22:6, Matthew 28:19-20; 2 Timothy 2:2; Ephesians 6:4; and Acts 5:42.

The curriculum is based on biblically sound principles offering a Christian world view. The Bible becomes the foundation of all wisdom and knowledge. Bible truths are said to be present in each course. Secular humanism is discarded in favor of theistic absolutes.

The final aim is to develop responsible Christian citizens academically, spiritually, and in all other ways prepared to live in a modern society.

Why a Christian School?

Thus far this study briefly considered what defined a Christian school and something of its philosophy and purpose; however, the question as to why a Christian school has not been answered.

Although dissatisfaction with the public school no doubt provided impetus for the establishment of many Christian schools and the rapid growth of the Christian School Movement, there are those who would argue that the

only reason a Christian school should be started is that it is "God's will that you do so!" (Baker, P.16), because the responsibility for education lies with the church and the home.

Glen Fox in his Encyclopedia for Christian Schools argued that "God requires Christian schools" (Fox, p. 3). Scriptures which he used to base his claim include those already listed elsewhere in this paper and often quoted (Proverbs 22:6 and Deuteronomy 6:6-7).

Another reason given by churches to begin schools is a need to expand the total church ministry to include education as well as worship. For example, a school in Florida includes the following as part of its Doctrinal Position statement:

Harvest Temple Christian School is a ministry of the Harvest Temple Church of God. Members and friends of our local church are encouraged to enroll their school-aged children and take advantage of the many benefits offered. However, Bible-believing families of other local churches are welcome to enroll their children(Harvest Temple Christian School Handbook, 1984, p. 2)

Some schools limit enrollment to their own congregation; but these are in the minority.

The puzzling question to some is why parents choose Christian schools over public schools which are supported by taxes and in many instances seem better equipped in all areas, including faculty preparation, to educate young men and women. The results of Ballweg's study (1980) revealed that the underlying reason why parents enroll their children

in Christian schools is to exercise their right, as parents, to free their children from an educational environment which is perceived to be in direct conflict with the value systems which they wish to have instilled in the lives of their children. The data further indicated a strong resentment by parents of any agency which directly or indirectly presumes to usurp traditional prerogatives of the American family.

Ballweg also revealed that religious convictions were not, as one might expect, established as an initial motivating factor for selecting a Christian school. Parents most often cited reasons such as sociological issues primarily relating to moral and social values.

ACE Curriculum vs. That of Traditional or Conventional Christian Schools

The introduction of the ACE concept of Christian education into the evangelical society seemingly made it possible for most any congregation regardless of size or financial stability to have a Christian school. The program was begun by Dr. Donald Howard and is headquartered in Lewisville, Texas. ACE is a back-to-basics curriculum with a biblical theme. The curriculum is best known for its individualized style of study. Scholastic levels of students are measured by diagnostic tests.

Materials in each grade level are divided into 12 sections called PACES. Students are tested over the material in each PACE and must score a minimum of 80 percent before

advancing to the next PACE. It is possible for a bright student to complete more than one grade level during a school year or for slower students to complete less than a grade level.

Students are assisted by trained proctors who help students when they request it, usually by running up a small flag located on their desks. Proctors are not required to have college degrees but must be trained at an approved ACE training center. Although not required to do so, many ACE schools operate with degreed teachers, some of whom were previously public school teachers.

Conventional Christian schools choose to operate in a traditional manner much as do the public schools where students are divided by grade and depend a great deal on guidance by a teacher using lesson plans and textbooks rather than independent study materials.

A basic difference in the conventional Christian school and public school curriculum is in the choice of textbooks used. Christian schools generally attempt to select books and materials which have been authored by Christians and present the Christian point of view. Such textbooks and materials are offered through a growing number of publishers and Christian school organizations.

One of the most popular publishers of traditional Christian materials is A Beka Books, a Christian publishing company in Pensacola, Florida. Their materials emphasize

basics and drill. Another popular curriculum is offered by Alpha Omega which also competes with ACE for schools using individualized instruction.

Many materials are available through the ACSI. They also serve as resource persons to direct school leaders to other likely sources.

Bob Jones University Press offers a line of textbooks and consumable materials as well as a separate Bible curriculum.

The Creation-Science Research Center offers social studies and science courses in both paperback and hardback versions.

Many other major and minor publishers which are not in the business exclusively to supply Christian schools offer partial curricula programs and a few Christian or acceptable texts.

CHAPTER III

PRESENTATION OF THE DATA

Purpose of the Study

The purpose of the study was to examine the current status of facilities, faculty, staff, curriculum, and finances of Church of God Christian schools grades K-12. It was necessary to seek and define important aspects of these areas in an effort to improve existing programs and give guidance for the development of future programs.

The Population

The 1984 Church of God Christian School Directory lists 142 schools which were identified by the researcher as offering some portion of a kindergarten through grade 12 program. The entire population was selected for the study. Of the 142 schools, it was learned, however, that 11 were no longer in operation and one was operating a day-care center only. This reduced the total population for the purposes of this investigation to 130 schools. Ninety-seven of these remaining schools responded to the survey for a total participation of 74.6 percent (see Table 1).

Schools responding to the survey were divided into five categories according to grade levels offered and curriculum materials used for the purposes of reporting the data. This was done because of the drastic differences between

Table 1. Request for Institutional Participants in the Study

Category of Responses	No.	Percent
Total Questionnaires Mailed	142	100.0
Not Returned	35	25.0
Returned Completed	97	68.0
Schools no Longer in Operation	11	8.0
Schools Operating Day-Care Centers Only	1	.7
Revised Population Surveyed	130	100.0
Questionnaires Returned Completed	97	74.6

conventional or traditional schools and those using the ACE curriculum in selected investigative areas.

The schools were divided into curriculum and grade level categories as follows:

1. Schools which offered a K-12 program using the ACE or similar curriculum materials.
2. Schools which offered a K-12 program using a conventional or traditional curriculum.
3. Schools which offered kindergarten only or up through grade 2 using a conventional or traditional curriculum.
4. Schools in which all lower grades offered up through the eighth were conventional or traditional and the ninth through the twelfth used the ACE curriculum.
5. Schools which offered up through the ninth grade using a conventional or traditional curriculum approach.

By dividing the schools into the above categories, the results could be presented in a manner meaningful to all schools concerned with the study. Thus, those using the study can gain insight as to where their particular school rates on appropriate survey questions when compared to other schools in the same curriculum and grade level category.

So that the data could be further compared in a useful manner, many of the results were also reported by school

size. When practical to do so, data were reported simultaneously by curriculum category and school size. For a group list of the surveyed schools according to school size and curriculum categories see Table 2.

Total enrollment for the 95 schools which reported the size of their student body was 7,893. The average enrollment per school responding was 83.1.

Of the responding institutions, 22 percent averaged 30 or fewer pupils; 79 percent averaged 120 or fewer pupils. Only 19 percent of the responding institutions averaged more than 120 pupils. Two institutions did not report the number of enrollments.

One can readily see that the majority of the schools were relatively small, reporting fewer than 120 students. Schools surveyed ranged in size from 8 students to 539.

Institutions from 30 states, from Maine to Florida and California and Alaska, responded to the questionnaire. Florida led all respondents with a total of 22 schools participating. Virginia was a distant second with 8 schools responding. Slightly more than half of the total schools responding were from the Southeastern United States. A list of responding institutions by states is shown in Table 3.

Providing a Christian school education is a relatively young enterprise in the Church of God. All schools surveyed came into being since the mid-to late-sixties with only three responding institutions actually reporting a date of

Table 2. Responding Institutions According to School Size and Curriculum Categories

		Average Enrollment	Schools Responding
School Size			
1.	1 - 30	16.8	21
2.	31 - 60	43.5	35
3.	61 - 90	74.7	10
4.	91 - 120	106.0	11
5.	121 - 150	137.4	5
6.	151 - +	262.6	13
7.	No Size Given		2
^A Curriculum Categories			
1.	K-12 ACE	50.8	43
2.	K-12 Conventional	140.1	19
3.	K-2 Conventional	50.7	8
4.	K-8 Conventional	133.8	12
	9-12 ACE		
5.	K-9 Conventional	81.8	15
Totals		^B 83.1	97

^ASee page 31 for a more detailed explanation of the curriculum categories.

^BTwo schools did not give an enrollment figure; thus this average is for 95 schools.

Table 3. Responding Institutions by State

State	Number
Alabama	1
Alaska	2
California	5
Colorado	1
Florida	22
Georgia	5
Indiana	2
Illinois	2
Kentucky	1
Louisiana	2
Maine	3
Maryland	5
Michigan	5
Missouri	1
New Hampshire	1
New York	1
North Carolina	5
Ohio	5
Oklahoma	1
Pennsylvania	3
South Carolina	1
South Dakota	1
Tennessee	3
Texas	2
Utah	1
Vermont	1
Virginia	8
Washington	1
West Virginia	4
Wisconsin	2
Total Schools	97

establishment in the sixties, the earliest being 1964. An additional 39 schools were established in the seventies, 30 of these since the beginning of 1975.

The majority of all Church of God schools responding have been established in the last four or five years (see Table 4). Some have accused church schools in the South of being established as segregation academies (Bills, 1976), but these facts should lay to rest that speculation concerning Church of God schools.

There is some correlation between school size and the number of years the school has operated. The average number of years in existence for schools with 30 or fewer students is 4.09 years. However, schools with a student body of over 151 students have operated an average of 8.3 years (see Table 5).

Another analysis in relationship to years in existence can be done using the five curriculum and grade level categories into which all responding schools were placed. Those schools which have been in existence the greater number of years are those using a traditional type of curriculum and offering only kindergarten or at the most a few lower grades.

Results for conventional and ACE schools, K-12, were similar in terms of number of years in existence. They averaged 5.6 and 5.4 years respectively.

Table 4. Responding Institutions Listed by the Year Established

Year Established	Number
1964	2
1969	1
1970	2
1971	3
1973	2
1974	2
1975	8
1976	4
1977	3
1978	2
1979	13
1980	15
1981	10
1982	14
1983	11
No Year Given	5
Total	97

Table 5. Average Time in Existence by School Size and by Curriculum and Grade Categories

Schools	Average Years in Existence
School Size	
1. 1 - 30	4.09
2. 31 - 60	4.94
3. 61 - 90	5.67
4. 91 - 120	5.90
5. 121 - 150	7.80
6. 151 - +	8.30
Curriculum Categories	
1. K-12 ACE	5.40
2. K-12 Conventional	5.60
3. K-Only or Through Grade 2 Conventional	8.10
4. Conventional - K-8, ACE - High School	6.20
5. Conventional Through Grade 9	4.90

Analysis of Data

The questionnaires were tabulated by hand. All responses where appropriate were reported by school size and curriculum and grade level categories (see page 31 for an explanation of categories).

In addition to the questionnaire, the investigator conducted on-site visits and interviews at schools. Schools were chosen for visits and interviews because of their location and the representative nature of a particular type of school.

Qualifications of Principal or Chief Administrator

All schools surveyed were asked to give the highest degree of the principal or chief administrator. The results are reported by size and category in Table 6.

Questions for Schools Offering High School Diplomas

Item 1: Give the date of the first high school graduating class.

Responses to Item 1 are shown in Table 7 for ACE and conventional schools.

A total of 42 (43 percent) of the responding institutions answered Item 1. Thirty-three (79 percent) of the schools responding were ACE and 9 (21 percent) of those responding to Item 1 were conventional.

Table 6. Academic Preparation of School Principal or Chief Administrator by School Size and Curriculum Categories

		BA	BS	MA	MS	Dr	^A HS	RN	None Given
School Size									
1.	1-30	4	2	2		3	3	1	6
2.	31-60	8	7	7	1		6		6
3.	61-90	1	1	3	2	1	2		
4.	91-120	3	1	3	1	1	2		1
5.	121-150	1		1					3
6.	151-+	2	3	5					2
7.	No Size	1							1
^B School Categories									
1.	K-12 ACE	7	8	8	3	3	4		10
2.	K-12 Conv.	6	1	6	1		2	1	2
3.	K-2 Only Conv.	2	1			1	3		1
4.	K-8 Conv. 9-12 ACE	1	2	3		1	1		4
5.	K-8 Conv.	4	2	4			3		2
Totals		20	14	21	4	5	13	1	19

^AHigh school

^BSee page 31 for an explanation of categories.

Table 7. Dates of First Graduating Classes for ACE and Conventional Schools

Schools	<u>Y E A R S</u>											
	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983 Totals
Number of ACE Schools Graduating Students				2	1	2	1	1	6	6	4	9 33
Number of Conventional Schools Graduating Students	1			1		3				1	1	2 9
Totals	1			3	1	5	1	1	6	7	5	11 42

The first students graduated from an ACE school in 1975. Students were graduated as early as 1972 from a conventional school (see Table 7).

Items 2 through 7 dealt with only those schools which have graduated students from high school or who anticipated graduating students in 1984. Two types of high schools were identified according to the curriculum used which also had great bearing on the instructional procedures. Therefore, the results for Items 2 through 7 are shown for both ACE and conventional schools in Table 8.

Item 2: How many students have graduated since the school was established?

A total of 722 students had graduated from Church of God high schools prior to and including the graduating class of 1983. Four hundred forty-one (61 percent) of these were from ACE schools while 281 (39 percent) were graduated from conventional schools. The average number per total years of students that have graduated from all Church of God high schools is 17.

The largest total to have graduated from an ACE school since the first graduating class is 74. The average number per total years of graduates per ACE school is 13.4. As many as 80 have graduated from a single conventional school. However, the average number per total years of graduates per conventional school is 31.2 (see Table 8).

Table 8. Responses for Items 2-7 for ACE and Conventional Institutions

Items	ACE	Conventional	Totals
Item 2			
Schools Responding	33.0	9.0	42.0
Total Graduates	441.0	281.0	722.0
Average No. of Graduates Per School	13.4	31.2	17.0
Item 3			
Schools Responding	28.0	9.0	37.0
No. of Graduates Entering College	188.0	131.0	319.0
Average No. Entering College Per School	6.7	14.5	8.6
Item 4			
Schools Responding	31.0	8.0	39.0
No. of 1984 Graduates Expected	166.0	64.0	230.0
Average No. of Graduates Per School Expected	5.4	8.0	5.9
Item 5			
Schools Responding	36.00	10.00	46.0
Average No. of Years Graduates Attended The School	2.83	3.85	3.0
Item 6			
Schools Responding	22.0	8.0	30.0
No. of Graduates Expected to Attend College	86.0	36.0	122.0
No. of 1984 Graduates (Average) Expected to Attend College	7.8	4.5	4.1
Item 7			
A. Schools Responding	6.0	1.0	7.0
Composite ACT Scores	19.8	24.0	0
B. Schools Responding	4.0	0	4.0
Composite SAT Scores	615.0	0	0

Item 3: How many graduates have entered college since the school was established?

A total of 37 schools responded to Item 3. Twenty-eight (76 percent) were ACE schools and 9 (24 percent) were conventional.

From the responding institutions, 319 students have entered college, a total of 188 from ACE and 131 from conventional schools. The largest number to enter college from a given ACE school was 34, while 45 students have entered college from a single conventional school. The average number of graduates who have entered college from responding ACE schools is 6.7, and the average number from conventional schools is 14.5. When ACE and conventional high schools were combined, the average was 8.6 pupils per school who have attended college (see Table 8).

Item 4: How many students do you expect to graduate in the spring of 1984?

Thirty-nine institutions responded to Item 4, 31 ACE schools and 8 conventional schools. A total of 230 students were expected to graduate in the spring of 1984, 166 of these from ACE schools and 64 from conventional schools. The largest number of students expected to graduate from a single ACE school was 22 while the largest number projected to graduate from a single conventional school was 17. The average number of projected graduates per responding ACE school was 5.4. The average number of projected graduates

per conventional school was 8. All high schools combined projected 5.9 graduates per school.

Item 5: What is the average length of time all graduates attended your school?

A total of 46 schools responded to Item 5, 36 ACE schools and 10 conventional schools. The average length of stay was 2.83 years for graduates of ACE schools and 3.85 years for graduates of conventional schools and 3 years for all schools combined (see Table 8).

Item 6: How many of the anticipated spring 1984 students are expected to enter college in the fall of 1984?

Thirty schools responded to Item 6, 22 ACE and 8 conventional schools. Eighty-six graduates were expected to enter college from ACE schools for an average of 7.8 students per responding school. Thirty-six graduates were expected to enter college from conventional schools for an average of 4.5 students per responding school. The average number expected to enter college from all schools combined was 4.1.

Item 7: What is the average composite ACT or SAT scores for all graduating seniors of the 1982-83 class?

Seven schools responded to Item 7. Six ACE and 1 conventional school listed composite ACT scores. Four ACE

schools listed average composite SAT scores. None was listed for conventional schools. The investigator suspects that the low response to Item 7 was because most of the high schools participating in this study did not administer ACT or SAT tests to their graduating seniors. Further support was given to this suspicion when both of the high schools participating in on-site visits did not administer these tests.

The average composite ACT score for responding ACE schools was 19.8. The score for the one responding conventional school was 24. The average SAT score for those from responding ACE schools was 615. No conventional schools listed a SAT score. In comparison, according to the Educational Testing Service, national composite ACT and SAT scores averaged 18.3 and 890 respectively for this same time period.

Facilities

Seventy-nine percent of the schools surveyed were housed in church facilities, most of which were shared with local congregations. This was not surprising because the sponsoring churches view the schools as part of the total ministry of the church.

Certain facilities such as ball fields and gymnasiums were not provided by some churches, but had to be rented or borrowed from nearby congregations or community centers.

Results From Facilities Questionnaire

Item 1: Indicate the number of each of the following items provided by your school (whether owned, rented, or borrowed).

In relation to his school, each participant was asked to check a list of facilities, giving the number of facilities and whether they were owned by the school or local congregation, rented, or borrowed. This list of facilities is shown in Table 9. Results are reported by school size and curriculum and grade level categories in Tables 10 and 11. Adequate space was also provided for the responding institutions to list any additional facilities not asked for by the survey instrument.

It is important to note here that classrooms are referred to as "learning centers" in ACE schools. Each child has an office or carrel in the learning center which he is not permitted to leave except under strict guidelines or by special permission.

Schools ranged from one classroom to as many as 21 classrooms. Those high schools using a conventional curriculum averaged more than twice (7.4) the number of classrooms as did ACE schools because of the nature of the curriculum and instructional procedures. There was, however, no attempt made to determine if conventional classrooms and ACE learning centers were equal in square footage. Other than number of classrooms, the remaining facilities were

Table 9. Types of Facilities Listed by Responding Institutions

Facilities	Totals
A. Classrooms/Learning Centers	469
B. Science Laboratories	16
C. Libraries	72
D. Music Studios/Band Rooms	42
E. Gymnasiums	35
F. Offices	237
G. Chapels/Auditoriums	99
H. Faculty Lounges	33
I. Cafeterias	61
J. Kitchens	87
K. Playgrounds/Ball Fields	131
L. Buses	103
M. Other	50

Table 10. Average Number and Type of Instructional Facility Per School by School Size

School Size	A T Y P E O F F A C I L I T I E S														Total Schools
	A	B	C	D	E	F	G	H	I	J	K	L	M-P		
1. Range	1-5	1	1	1	1	1-28	1	1	1	1	1-2	1-2	1	20	
Mean	1.9	.05	.55	.2	.1	2.45	.95	.2	.3	.75	1	.5	.45		
Total	37	1	11	4	2	49	19	4	6	15	20	10	9		
2. Range	1-10	1	1-2	1	1	1-4	1-3	1	1-2	1	1-2	1-5	1-2	35	
Mean	3.8	.03	.77	.28	.28	1.7	1.05	.17	.68	.86	1.14	.63	.43		
Total	133	1	27	10	10	59	37	6	24	30	40	22	15		
3. Range	2-7	1	1-3	1	1	1-4	1-2	1	1-2	1-2	1-3	1-3	1	10	
Mean	4.2	.1	1.1	.7	.4	2.4	.9	.3	.6	.9	1.5	1.1	.3		
Total	42	1	11	7	4	24	9	3	6	9	15	11	3		
4. Range	1-9	1	1	1-2	1	2-4	1-2	1	1	1	1-4	1-5	1-2	11	
Mean	5.2	.18	.72	.63	.54	2.9	1.09	.36	.54	.82	1.5	1.4	.82		
Total	57	2	8	7	6	32	12	4	6	9	17	15	9		
5. Range	6-9	1	1-2	1	1	1-5	1-2	1	1	1	1-4	1-2	1	5	
Mean	7.2	.2	1	.2	.4	2.8	1.2	.6	.80	.8	2	.6	1		
Total	36	1	5	1	2	14	6	3	4	4	10	3	5		
6. Range	4-21	1-2	1	1-3	1-2	2-10	1-2	1-2	1-3	1-3	1-5	1-10	1-3	12	
Mean	12.5	.75	.75	.92	.83	4.5	1.17	1	1.08	1.5	2.25	3.3	.75		
Total	151	9	9	11	10	54	14	12	13	18	27	39	9		
7. Range	4-9	1	1	1	1	2-3	1	1	1	1	1	1	3	2	
Mean	6.5	.5	.5	1	.5	2.5	1	.5	1	1	1	1	1.5		
Total	13	1	1	2	1	5	2	1	2	2	2	2	3		
Total Facilities	469	16	72	42	35	237	99	33	61	87	131	103	50	95	

A See page 47.

B See page 33.

Table 11. Average Number and Type of Instructional Facility Per School by Curriculum and Grade Categories

A T Y P E O F F A C I L I T I E S															
B School		A	B	C	D	E	F	G	H	I	J	K	L	M-P Schools	
Total															
Categories															
1.	Range	1-8	1-2	1-3	1	1	1-28	1-3	1-2	1	1-2	1-3	1-5	1-2	42
	Mean	2.9		.95	.38	.33	2.4	1.07	.26	.57	.85	1.2	.64	.48	
	Total	122	4	40	16	14	102	45	11	24	36	51	27	20	
2.	Range	1-21	1	1-2	1-3	1	1-7	1-2	1	1-3	1-3	1-5	1-6	1	18
	Mean	7.4	.44	.67	.61	.38	2.6	1.05	.38	.72	1	1.72	1.38	.67	
	Total	134	8	12	11	7	48	19	7	13	18	31	25	12	
3.	Range	1-9		1		1	1-4	1	1	1	1	1-4	1-2	1	8
	Mean	3.5		.25		.125	1.75	.88	.125	.75	1	1.38	.88	.5	
	Total	28		2		1	14	7	1	6	8	11	7	4	
4.	Range	1-18	1	1	1-2	1-2	1-6	1-2	1-2	1-2	1-2	1-4	1-10	1	12
	Mean	6.8	.17	.58	.83	.67	2.8	1.08	.41	.67	1.08	1.3	2.3	.5	
	Total	81	2	7	10	8	34	13	5	8	13	16	27	6	
5.	Range	2-15	1	1	1	1	1-5	1-2	1	1-2	1	1-4	1-5	1-3	15
	Mean	6.9	.13	.73	.33	.33	2.6	1	.6	.67	.8	1.46	1.13	.53	
	Total	104	2	11	5	5	39	15	9	10	12	22	17	8	
Total		469	16	72	42	35	237	99	33	61	87	131	103	50	95
Facilities															

A See Page 47.
B See Page 31.

more balanced between the categories of schools (see Table 11).

Facilities listed which were not called for on the questionnaire included everything from computer rooms to swimming pools. The most frequently listed item was school vans, of which there were 18. All other items listed were 4 or fewer in number.

As part of the facilities survey, those schools which had libraries were asked to give the total number of volumes available to the students (see Table 12). Thirty-nine (40 percent) of all schools reported having no library. Fifty-eight (60 percent) had libraries. Total library volumes numbered 72,824 for an average of 1,255 volumes per existing library.

The largest library (6,000 volumes) belonged to a conventional school with a student population of 174 students. The smallest library (60 volumes) was in an ACE school with fewer than 30 students. Sixty-nine percent of all ACE high schools reported having libraries compared to 42 percent for the conventional high schools. However, the conventional high school libraries averaged more than twice the number of volumes per library as did the ACE high schools. Schools with conventional grammar schools and no high school grades were second, and schools with a conventional grammar school and ACE high schools were third,

Table 12. The Number of Libraries, Total Volumes, and Average Volumes by School Size and Curriculum Categories

	No Libraries	Libraries	Total Volumes	Average Volumes
^A School Size				
1	10	11	4,217	383
2	17	18	9,800	544
3	2	8	14,250	1,781
4	4	7	7,350	1,050
5	2	3	1,625	542
6	4	9	30,082	3,342
7		2	5,500	2,750
^B School Categories				
1	13	30	25,550	852
2	11	8	16,782	2,098
3	6	2	425	212
4	5	7	10,400	1,486
5	4	11	19,657	1,787
Totals	39	58	72,824	1,255

^ASee page 33.

^BSee page 31.

placing K-12 ACE schools only above those schools which offered grades K-2 in terms of volumes per library.

Item 2: Are all facilities checked in Item 1 located on local church property?

Responses to Item 2 are shown in Table 13 by school size and curriculum and grade categories.

Seventy-seven (79 percent) of the 97 responding institutions answered "yes" to Item 2 and 20 (21 percent) answered "no." Schools with between 31 and 60 students had the highest percentage (88) of school facilities located on church property. Schools with between 61 and 90 students rated the least with 70 percent of their school facilities located on church property.

All (100 percent) of the schools in category 3 (K-2) were located on church property. Traditional grammar schools were next with 87 percent, and ACE K-12 schools were third with 84 percent located on church property. Sixty-three percent of the traditional high schools were located on the sponsoring church property.

Item 3: If your answer is "no" to Item 2 above, please circle the appropriate responses relating to items listed in question one.

Responses to Item 3 are shown for all schools in Table 14 and by school size and curriculum category in Table 15.

Table 13. Number and Percentage of Schools Located on the Church Property by School Size and Curriculum Categories

*School Size	Yes	No	% on Church Property	School Categories	Yes	No	% on Church Property
1	16	5	76	1	36	7	84
2	31	4	88	2	12	7	63
3	7	3	70	3	8		100
4	8	3	72	4	8	4	67
5	4	1	80	5	13	2	87
6	10	3	77				
7	1	1	50				
Totals	77	20	79		77	20	79

*See page 33.

Table 14. Number of Borrowed and Rented Facilities Used by the Schools

Facilities	Number Borrowed	Number Rented
A. Classrooms/Learning Centers	1	5
B. Science Laboratories	0	2
C. Libraries	2	3
D. Music Studios	1	1
E. Gymnasiums	6	14
F. Offices	2	2
G. Chapels/Auditoriums	2	2
H. Faculty Lounges	0	1
I. Cafeterias	2	2
J. Kitchens	1	1
K. Playgrounds/Ball Fields	6	2
L. Buses	1	1
M. Other	1	5
Totals	25	41

Table 15. Facilities Borrowed and Rented as Classified by School Size and Curriculum and Grade Level Categories

A School Size	No. Of Schools	B Facilities Borrowed	C School Category	No. Of Schools	Facilities Borrowed	Facilities Rented
1	5	1(f,g,i,j) 2(k)	1	7	2(e) 2(k)	1(b,f,g,m) 8(e) 2(a,c)
2	4	1(e,k)	2	7	1(a,b,c,d, e,j,l,m) 2(f,g,i) 3(k)	1(a-m) 3(e)
3	3	1(e,k)	3			
4	3	1(c,e)	4	4	1(c,k) 2(e)	3(e)
5	1	2(e)	5	2		1(a)
6	3	1(a,c,d,e, f,g,i, k,l,m)				
7	1	1(k)				
Totals	20	25	36	20	25	36

A See page 33.

B a. Classroom, b. Science Laboratory, c. Library, d. Music Studio, e. Gymnasium, f. Office, g. Chapel, h. Faculty Lounge, i. Cafeteria, j. Kitchen, k. Playground, l. Bus, m. Other

C See page 31.

Twenty (21 percent) of the responding institutions indicated that a portion of the facilities were rented or borrowed. The most frequently borrowed items were gymnasiums and playgrounds which were tied at 6. All other facilities numbered 2 or fewer.

The most frequently rented facilities were gymnasiums at 14. Five schools rented classrooms, and 3 libraries were rented. All other facilities rented numbered 2 or fewer.

Five schools also checked the M-P (other) category. Facilities listed for this category included computer labs, lunch rooms, swimming pools, language labs, art rooms, typing rooms, shops, and vans.

When facilities which were borrowed or rented were broken down into school size, size 6 (151+) borrowed the most facilities with 10. Size 1 (1-30) was next with 6. All others were tied at 2 each. Size 2 (31-60) rented the most facilities with 17. Size 3 (61-90) was next with 8 followed by size 1 (1-30) with 7 facilities rented.

The remaining schools rented only gymnasiums. Size 4 (91-120) rented 3, size 5 (121-150) 1 and size 6 (151+) 2.

By curriculum categories, the differences in facility needs were more striking. For example, category 3 neither borrowed, nor rented any facilities. This was probably because this category contains no schools offering grades higher than grade 2. Therefore, they are permitted to operate in a limited amount of space.

Category 2 borrowed the greatest number of facilities with 17. Categories 1 and 4 were next with 4 each. Category 5 did not borrow any facilities.

Categories 1 and 2 led the way in renting facilities with 16 each. Category 4 was next with 3 (all gyms) and category 5 rented only 1 facility.

Item 4: What new facilities are currently under construction?

Responses to Item 4 by school size and curriculum category are shown in Table 16.

Twenty (21 percent) of the responding institutions indicated new facilities were under construction. Ten (50 percent) of the respondents reported having classrooms under construction. Five (25 percent) reported offices under construction, and 4 (20 percent) reported gymnasiums being constructed. Three schools (15 percent) reported science laboratories, chapels, and playgrounds under construction. Two schools (10 percent) reported libraries and faculty lounges being built. Only 1 kitchen and 1 music studio were under construction.

Item 5: What new facilities are planned for construction in the next three years?

Responses to Item 5 are presented by school size and curriculum category in Table 17.

Table 16. Facilities Under Construction as Classified by School Size and Curriculum and Grade Level Categories

^A School Size	No. Of Schools	^B Facilities Under Const.	^C School Categories	No. Of Schools	Facilities Under Const.
1	3	1(f,g) 2(a,k)	1	11	5(a) 2(b) 1(c,d) 2(e) 3(f) 2(g) 1(l) 3(k)
2	4	1(a,b,c, e,f,l)	2	2	1(a,b)
3	5	1(c,d,f,g) 2(b) 3(a)	3	2	2(a)
4	3	1(a,f,g,h) 2(e)	4	3	1(a,c,e, f,h,j,n)
5	2	1(a,k)	5	2	1(a,e,f, g,h)
6	3	1(e,f,h,j,n) 2(a)			
Totals	20	36		20	36

^ASee page 33.

^Ba. Classroom, b. Science Laboratories c. Library, d. Music Studios, e. Gymnasium, f. Offices, g. Chapel, h. Faculty Lounge, i. Cafeteria, j. Kitchen, k. Playground, l. Bus, m. Other.

^CSee page 31.

Table 17. New Facilities Planned for Construction as Classified by School Size and Curriculum and Grade Level Categories

A F A C I L I T I E S												
A	B	C	D	E	F	G	H	I	J	K	L	M-P Totals
B School Size												
1	5	1	2	4	2	2	1	1	2	1		22
2	12	5	3	11	7	5	5	7	6	4	1	72
3	5	3	1	5	4	3	1	3	3	1	2	35
4	2	1	1	3	2		1					12
5	1	1	1	3					1	1		9
6	4			1	1	1				1		8
7				1								1
C School Categories												
1	12	6	3	2	15	7	4	5	5	3	1	70
2	6	2	3	3	3	1	1	2	2			26
3	2	1	1	3	1	1	1	1	3	2	1	18
4	4	2	1	4	3	1	1	1	1	2	1	24
5	5		4	3	2	1	1	2	1	1		21
Total	29	11	13	8	28	16	11	8	11	12	3	159

A See page 54 for a list of facilities by name.

B See page 33.

C See page 31.

There were a total of 159 new facilities planned for construction over the next three years in order to meet deficiencies and provide space for growth. Twenty-nine (30 percent) of the respondents planned new classrooms. Twelve (12 percent) plan to build science laboratories. Thirteen (13 percent) have plans to construct a library. Eight (8 percent) report plans to build music studios or band rooms. Twenty-eight (29 percent) plan to construct gymnasiums. Sixteen schools (16 percent) plan new office space and 11 (11 percent) will build a chapel or auditorium. Eight schools have plans for a faculty lounge and 11 institutions plan to construct a cafeteria. Twelve (12 percent) schools have targeted kitchens for construction. Eight plan to build playgrounds.

Three schools (3 percent) plan to purchase buses.

Item 6: Which of the facilities listed in Item 1 are shared with the local church.

Responses to Item 6 are shown by school size and category in Table 18.

Eighty-seven (90 percent) of the schools surveyed responded to Item 6. Seventy-three (83 percent) of those responding shared classrooms with the local church. Libraries were shared by 36 (41 percent). Music studios were shared by 32 (36 percent) of the responding schools. Twenty schools (23 percent) shared gymnasiums, and 56 (64 percent)

Table 18. Facilities Shared With the Local Church as Classified by School Size and Curriculum and Grade Level Categories

		A F A C I L I T I E S												
No. Of Schools		A	B	C	D	E	F	G	H	I	J	K	L	M-P
B School Size														
1	14	12		7	4	1	6	13	2	4	11	9	4	3
2	33	28	1	10	6	4	23	31	5	18	27	21	14	6
3	10	8		6	6	2	7	7	3	5	8	7	5	3
4	11	7	1	4	5	3	5	10	1	6	9	9	6	2
5	5	5		3	1	2	4	5	2	4	3	5	3	3
6	12	11	5	6	8	7	10	10	6	9	7	11	7	5
7	2	2			2	1	1	2			2		1	
C School Category														
1	38	32		20	14	5	22	36	7	20	30	26	14	11
2	16	13	5	7	8	5	9	13	5	9	11	10	7	3
3	7	6				2	6	6		4	7	5	4	3
4	12	10	2	3	6	4	8	12	2	7	9	11	8	5
5	14	12		6	4	4	11	11	5	6	10	10	7	
Totals	87	73	7	36	32	20	56	78	19	46	67	62	40	22

A See page 54.
 B See page 33.
 C See page 31.

shared office space. Seventy-eight schools (90 percent) shared the chapel or auditorium making it the most shared facility for all schools. Faculty lounges were shared by 19 (22 percent) schools. Forty-six (53 percent) shared cafeterias and 67 (77 percent) shared kitchens. Ball fields were shared by 62 (71 percent), and buses were shared by 40 (46 percent) of the schools. Twenty-two (25 percent) shared other facilities such as vans, computers, etc.

In general, many of the facilities were shared with the sponsoring church. The chapel and classrooms were the most shared facilities, followed closely by cafeterias, kitchens and offices. The least shared of all facilities were science laboratories and faculty lounges.

Agreements Respectively Between the School and the Sponsoring Church

Item 7: Is there a formal written agreement between the sponsoring church and the school concerning the use of the church property?

Seven schools (7 percent) answered "yes" to Item 7 and 87 (90 percent) answered "no." Three respondents did not answer the question.

It appears that most churches consider the school an integral and inseparable part of their total ministry; therefore, there is no need for a formal agreement.

Faculty

Forty-three of the schools which participated in the study used the ACE curriculum exclusively. Another 12 schools used ACE for grades 9-12. Many of these schools referred to faculty members as monitors or supervisors rather than teachers. Therefore, for the purposes of this study, monitors, supervisors and teachers were all considered faculty members.

Items 1 through 5 of the Faculty Questionnaire dealt with a full range of information about faculty members themselves. Data were gathered about faculty persons in the following areas: years of experience, degrees earned, majors, minors, grades and subjects taught, months of contract, annual salary, and benefits.

Members of Faculty and Support Personnel

One item in the study was specifically related to the number of faculty and support persons. This was:

Item 1: Give totals for the following where appropriate, a. Monitor, b. Teacher, c. Supervisors, d. Teacher Aides, e. Other (respondents were also requested to indicate if these persons were full-time or part-time).

Responses to Item 1 are shown in Table 19.

Table 19. Faculty and Types of Support Personnel for All Schools Surveyed

Faculty and Support Personnel	Number of Full-time	Number of Part-time	Combined Totals
a. Monitors	112	56	168
b. Teachers	327	57	384
c. Supervisors	163	15	178
d. Teacher Aides	34	41	75
e. Other	6	25	31
Total Faculty	602	128	730
Total Support Personnel	40	66	106

There were 112 monitors, 327 teachers, and 163 supervisors listed for a total of 602 full-time faculty persons for all schools combined giving a pupil teacher ratio of 13 to 1. Part-time faculty included 56 monitors, 57 teachers and 15 supervisors for a total of 128 part-time faculty persons. Combined full-time and part-time faculty equaled 730.

Thirty-four full-time and 41 part-time teacher aides were reported for a total of 75. Six full-time and 25 part-time persons, totaling 31, were listed under the "Other" category. One music director and 1 playground supervisor were listed as "Other." All of the rest listed under this heading were unspecified. Total support personnel equaled 106.

Faculty Data: Other Than Fringe Benefits

In the study there were two items which dealt with information about faculty persons not including fringe benefits. These were:

Items 2 and 4: Faculty information (respondents were asked to fill in one of two charts on each faculty person; which chart depended on whether the school used ACE or conventional curriculum).

Responses to Items 2 and 4 are shown in Tables 20 through 22.

Table 20. Faculty, Years Experience, and Average Salary for All Schools Surveyed

Schools	Teacher	Monitor	Supervisor	Total Faculty	Average Years of Experience	Average Yearly Salary
All Schools Combined	376	120	137	633	4.4	\$ ^A 7,167 N=573 \$ 7,807 N=526
B School Size						
1	21	19	24	64	3.6	\$ 2,694
2	76	39	45	160	3.8	5,532
3	14	31	26	71	5.1	5,419
4	47	12	17	76	4.3	7,028
5	26	5	14	45	4.2	8,207
6	173	16	12	201	5.0	9,998
7	8	4	4	16	4.3	6,638
C School Categories						
1	40	96	107	243	3.9	\$ 4,890
2	172			172	4.5	9,125
3	25			25	6.0	7,275
4	58	24	30	112	4.5	7,374
5	81			81	5.3	8,393

^ANo salary was given for 60 of the 633 faculty persons identified leaving 573. An additional 47 persons were listed at zero salary yearly leaving 526 who were identified as receiving a salary.

^BSee page 33.

^CSee page 31.

Table 21. Faculty Credentials (Degrees) for All Schools Surveyed

Schools A _{N=504}	High School Diploma	High School Plus College	Two Year College Degree	Bachelor's Degree	Master's Degree	Doctor of Ministry Degree	Totals	% With Bachelor's or More
All Schools Combined	104	35	26	290	47	2	504	67
B School Size								
1	12	6	6	14	2	1	41	41
2	41	15	3	53	10	1	123	52
3	29	2	8	17	7		63	38
4	16	7	4	34	6		67	60
5		2	1	24	3		30	90
6	6	3	4	139	18		170	92
7				9	1		10	100
C School Category								
1	63	19	14	64	15	2	177	46
2	13	7	1	116	15		152	86
3	7	1	1	9	1		19	53
4	15	5	8	51	6		85	67
5	6	3	2	50	9		70	84

A No degree was listed for 129 of the 633 faculty persons identified in the study under Items 2 and 4.

B See page 33.

C See page 31.

^ATable 22. Grade Level Groupings and Frequency of Use for ACE and Conventional Schools

^B ACE Learning Center Groupings		Total Times Used By Schools	^C Conventional School Grade Level Groupings		Total Times Used By Schools
1.	K	17	1.	K	28
2.	K-1	7	2.	K-4	8
3.	K-12	17	3.	K-5	24
4.	1-3	5	4.	1st	29
5.	1-4	9	5.	1-2	9
6.	1-6	6	6.	2nd	21
7.	1-12	14	7.	2-3	7
8.	2-6	7	8.	3rd	16
9.	2-12	13	9.	3-4	5
10.	3-5	6	10.	4th	11
11.	3-12	9	11.	5th	9
12.	4-8	10	12.	6th	9
13.	5-8	12	13.	6-8	7
14.	5-12	6	14.	7-8	9
15.	6-12	7	15.	7-12	5
16.	7-8	7	16.	9-12	24
17.	7-12	18			
18.	8-12	8			
19.	9-10	5			
20.	9-12	17			

^AAll possible learning center and grade level groupings not listed were listed by four or less schools.

^BRepresents all above 4 out of 54 listed

^CRepresents all above 4 out of 44 listed

All schools did not list in Items 2 and 4 all faculty persons which were listed in Item 1; therefore, there are differences in the totals reported. These differences will be pointed out in reporting the data.

A total of 376 teachers, 120 monitors, and 137 supervisors for a total of 633 full-time faculty were listed under Items 2 and 4. From the data gathered there was no way to determine which faculty members from Item 1 were or were not listed in Items 2 and 4. The same is true for Items 3 and 5.

Years Experience

The average years of experience for all faculty members was 4.4. According to school size, size 1, the smallest schools, had the least seasoned teachers, each averaging 3.6 years experience. Size 6, the largest schools, had teachers who averaged 5 years experience.

When divided by curriculum categories, category 3 teachers were the most experienced averaging 6 years of experience and category 1 teachers were the least experienced averaging 3.9 years of experience (see Table 20).

Faculty Salaries

Of the 633 full-time faculty persons listed, no salary was given for 60, thus the average salary of \$7,167 yearly was based on 573 faculty persons. The 573 figure included 47

faculty persons which were identified as not receiving a salary. If these persons are subtracted, there were 526 faculty persons who received an average salary of \$7,807 yearly.

Salaries averaged the most (\$9,998) for school size 6 and the least (\$2,694) for the size 1 school teachers.

Where curriculum categories were concerned, category 2 teachers had the best salaries averaging \$9,125 yearly, and category 1 teachers were paid the least averaging \$4,890 yearly (see Table 20).

Faculty Credentials

Responding institutions listed 504 faculty persons as having a high school diploma or above. It is not known what the credentials were for the additional 129 faculty persons identified in Items 2 and 4.

Of the 504 faculty persons listed, 104 were teaching with a high school diploma; an additional 35 had some college work beyond high school but had not received a college degree.

The majority (61 percent) of those teaching with high school diplomas only was in category 1 schools with 90 or fewer pupils (size 1-3). The same was true for those with high school diplomas plus some college work.

Twenty-six persons were listed as teaching with a two year college degree. Again, the majority (73 percent) of

these faculty members was in category 1 and the very small schools.

The bachelor's degree was held by 290 faculty members, and the master's degree was held by 47. School size 6 had the most degreed personnel with 139 faculty members with a bachelor degree and 18 with a master's degree. The least number of college degreed instructors was in school size 1 with 14 bachelors' and 2 masters' degrees among the faculty.

Category 2 faculty members held 116 bachelors' and 15 masters' degrees for the most for any school category, while category three listed 9 bachelors' and 1 master's degrees among their faculty.

Two schools reported having a faculty member with a doctor of ministry degree; both were in category 1 and in schools with 60 or fewer pupils.

Perhaps most significant was the percentage of total faculty overall for each size and category which held the bachelor's degree or above. This figure for all schools combined was 67 percent.

Excluding size 7 which is size unknown, size 6 schools had the highest percentage of degreed personnel with 92 percent of their faculty having college degrees. Size 5 was close behind with 90 percent. Schools in size 3 had the least percentage (38) of degreed faculty with size 1 running a close second with 41 percent.

Category 2 ranked at the top with 86 percent of the faculty having college degrees. Category 5 was second with 84 percent. Forty-six percent of the faculty in category 1 schools held college degrees for the least percentage by school curriculum category (see Table 21).

Degree Majors and Minors

Forty-four different majors and 37 separate minors were listed for degreed faculty persons. The most popular major by far listed for 111 faculty members was Elementary Education. The next most popular major was English with 30 faculty members holding that degree.

The most popular minor was Bible which was listed by 51 faculty members. Second place was a three-way tie at 13 faculty members for Elementary Education, English, and History. (See Appendix A for complete results on majors and minors.)

Teaching Area and Grade Level Groupings

Because of the scattered responses, no attempt could be made to describe data concerning subjects taught by teachers in comparison to their major area of preparation.

There were 54 different types of learning centers listed by participants in the study according to grade level groupings for ACE schools. The 20 most popular ways of grouping students are shown in Table 22. All possible grade combinations not shown in Table 22 were used 4 or fewer

times by responding institutions. Groupings ranged from a single grade in a learning center to all 12 grades plus kindergarten in one group.

Conventional schools grouped students 44 different ways. Groupings ranged from a single grade in a class to as many as 6 grades or 5 grades plus kindergarten in a class group.

Housing Allowance

Only 16 teachers were reported to have received a housing allowance in addition to their salary. Housing allowances ranged from a high of \$7,000 to a low of \$1,500 per year. The average housing allowance was \$3,909.

Faculty Data: Fringe Benefits

There were two items in the study related to fringe benefits. These were:

Items 3 and 5: Fringe Benefits (respondents were asked to fill in one of two charts on each faculty person, which chart depended on whether the school used ACE or Conventional curriculum).

Responses to Items 3 and 5 are shown in Table 23.

A total of 104 faculty members were identified as receiving health insurance benefits. An additional 7 received 60 percent of their health benefits paid by the

A Table 23. Faculty Fringe Benefits for All Schools Surveyed

School Size	All Health Insurance		60% Health Insurance		50% Health Insurance		25% Health Insurance		Life Insurance Plan		All Social Security		50% Social Security		Retirement Plan		Workmen's Compensation		Unemployment Insurance		Disability Insurance		Other	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	4								1		13		6		2		11						11	
2	15								6		89		2		4		63		4				9	
3	10										41		2		2		11						13	
4	6								6		55		8				46		11				9	
5	9										38						8		12				25	
6	60								43		180				15		164						65	
7											8						11						1	
C School Categories																								
1	28								5		104		2		4		58		4				25	
2	25								30		145		6		15		139						33	
3	4										17						6						22	
4	33								10		86		8				60		5				3	
5	14								11		72				4		51		18				50	
Total Faculty	104								56		424		16		23		314		27				133	

A By raw score
 B See page 33.
 C See page 31.

school. Ten faculty members were reported to receive 50 percent of their health insurance and 4 received 25 percent.

More than half (70) of those reported to be receiving health insurance benefits of any kind were teaching in schools with more than 150 students. Overall, 24 percent of those identified as teaching full-time and receiving a salary (526) were reported to receive health insurance benefits.

Fifty-six faculty persons received life insurance benefits. Of that number, 43 (77 percent) were teaching in schools with more than 150 students.

Social security was paid in full for 424 teachers which represents 81 percent of those reported to receive a salary. An additional 16 teachers had 50 percent of their social security paid for them by the school.

Only 23 faculty persons were reported to be participating in a retirement plan. The majority (15) of these were teaching in schools with 150 pupils or more and in conventional schools. This represents less than 5 percent of all faculty persons reported to receive a salary.

Workmen's compensation was reported to have been paid for 314 faculty persons which represents 60 percent of those receiving salaries. The majority (52 percent) of these persons were teaching in schools with more than 150 students.

Unemployment insurance was paid for 27 faculty members. Twenty-three of these were teaching in schools with more than 90 students, and 18 were teaching in traditional elementary schools.

Twenty-one faculty persons were receiving disability insurance. Sixteen of these persons were teaching in schools with 90 or more students, and the majority (11) was teaching in traditional grammar schools.

Other benefits were received by 133 faculty members. Of this number, 49 (37 percent) received free tuition for their children to attend the school, and 27 (20 percent) received a tuition discount. Twenty-six (20 percent) received financial help to pursue advanced degrees. Thirteen (10 percent) received paid holidays and paid vacations and 12 (9 percent) received cancer insurance.

At least two faculty members received offerings from the sponsoring church; one was paid extra for coaching, and the other received free utilities. Two persons were listed for whom the benefits were not enumerated.

Item 6: On the average how many hours of professional duties are performed by each of the following full-time faculty members each day?

Responses to Item 6 are reported in Table 24 by school size and curriculum categories and in Table 25 for all schools combined.

Table 24. Hours of Duty Performed Each Day by Faculty Members

	<u>F a c u l t y T i t l e</u>																				
	<u>a. Monitor</u>							<u>b. Teacher</u>							<u>c. Supervisors</u>						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
<u>A School Size</u>																					
Total Responses	11.0	19.00	9.0	7.0	2.0	5.0	2.0	11.0	26.0	5.0	10.00	3.0	12.00	1.0	17.0	27.0	8.0	10.0	3.0	8.0	1.0
Total Hours	59.0	121.00	58.5	44.0	14.0	35.5	13.0	74.0	184.0	38.0	69.50	20.0	91.00	10.0	121.0	193.0	56.0	71.0	23.0	65.5	6.0
Mean	5.36	6.36	6.5	6.2	7.0	7.1	6.5	6.72	7.0	7.6	6.95	6.6	7.58	10.0	7.1	7.1	7.0	7.1	7.6	8.1	6.0
<u>B Curriculum Category</u>																					
Total Responses	36.0	5.0	2.0	11.0	1.0			16.0	17.0	8.0	12.0	15.0			39.0	9.0	6.0	12.0	8.00		
Total Hours	226.5	24.0	16.0	74.5	4.0			121.0	129.0	53.0	87.5	106.0			274.0	65.0	43.0	87.5	66.00		
Mean	6.29	4.8	8.0	6.7	4.0			7.6	7.5	6.6	7.2	7.0			7.0	7.2	7.1	7.29	8.25		

A See page 33.

B See page 31.

Table 25. The Average Number of Hours of Professional Duties Performed Each Day by Full-time Faculty Members for All Schools Responding

All Schools	<u>Faculty Title</u>		
	a. Monitors	b. Teachers	c. Supervisors
Total Responses	55.00	68.00	74.00
Total Hours	345.00	486.50	535.50
Mean	6.27	7.15	7.23

Fifty-five monitors were identified in part a of Item 6. The average number of hours of professional duties expected were 6.27. The mode was 6.

Sixty-eight teachers were identified in part b of Item 6. The average number of hours of professional duties expected of each teacher per day was 7.15. The mode was 8.

Seventy-four supervisors were identified by participating schools. The average number of hours per day of professional duties expected were 7.23. The mode was 8.

Item 7: How long do class periods or learning centers continue before a break is allowed?

Responses to Item 7 are shown in Table 26.

Ninety-six (99 percent) schools responded to Item 7. The mean length of class or learning center periods was 1.46 hours. The classes in category 3 were conducted the longest period of time without a break averaging 2.1 hours. The mode was 1 for all schools.

Item 8: How many hours per school day are set aside for each faculty member for free periods?

Responses to Item 8 are shown in Table 27.

Total responses to Item 8 included 31 monitors, 37 teachers, and 34 supervisors. The mean amount of time set aside for free periods for monitors was 1.25 hours. The mode was 1 hour. The mean for teachers was 1.06; the mode was 1

Table 26. Length of Class Periods as Classified by School Size, Curriculum, and Grade Level Categories

	1	2	3	4	5	6	7
A School Size							
Total Response	21.0	35.00	10.00	11.00	5.0	12.00	2.00
Total Hours	32.3	51.00	14.50	18.50	6.5	14.00	3.40
Mean	1.5	1.45	1.45	1.68	1.3	1.16	1.68
B Curriculum Category							
Total Response	43.00	19.0	8.0	12.0	14.0		
Total Hours	58.25	27.4	17.0	19.0	18.0		
Mean	1.35	1.4	2.1	1.6	1.3		
All Schools Combined							
Total Response	96.00						
Total Hours	140.00						
Mean	1.46						

A See page 33.
B See page 31.

Table 27. Free Periods Provided for Faculty Members for All Schools Surveyed

	a. Monitors							b. Teachers							c. Supervisor						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	
All Schools																					
Total Responses	31.0							37.0							34.0						
Total Hours	39.0							39.5							32.5						
Mean	1.25							1.06							.95						
A School Size	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	
Total Responses	5.0	9.0	4.0	6.0	2.0	4.0	1.0	6.0	11.0	3.0	6.0	2.0	8.0	1.0	8.0	8.0	4.0	7.0	3.0	4.0	
Total Hours	5.0	12.0	8.0	4.75	2.5	4.25	2.0	6.0	13.5	3.0	4.5	2.5	8.5	1.5	8.0	7.0	4.0	5.75	3.5	4.25	
Mean	1.0	1.33	2.0	.79	1.25	1.06	2.0	1.0	1.23	1.0	.75	1.25	1.06	1.5	1.0	.875	1.0	.82	1.16	1.06	
B Curriculum Categories																					
Total Responses	16.0	4.0	2.0	7.0	2.0			9.0	10.0	5.0	7.0	6.0			18.0	5.0	2.0	7.0	2.0		
Total Hours	20.0	4.25	2.0	6.75	6.0			12.5	9.75	5.0	7.5	4.75			16.5	5.25	2.0	6.75	2.0		
Mean	1.25	1.06	1.0	.96	3.0			1.38	.975	1.0	1.07	.79			.916	1.05	1.0	.96	1.0		

A See page 31.
B See page 31.

hour. The mean amount of free time for supervisors was .95 hours. The mode was 1 hour.

Item 9: What related activities are expected of
faculty members?

Responses to Item 9 are shown by percentage in Table 28.

Ninety-five schools (98 percent) responded to Item 9. Ninety-two percent expected faculty members to supervise the lunchroom, and 89 percent was assigned playground duty. Seventy percent required detention duty of their faculty. Chaperoning duty was expected by more than half (59 percent) of the institutions. Club sponsor and class sponsor both at 21 percent completed the list for the related activities listed in the survey. Forty-two percent of the schools required duties not specifically listed under Item 9.

Item 10: The approximate number of hours per week each
faculty member is expected to participate in
activities listed in Item 9 above.

Responses to Item 10 are reported in Table 29.

Schools responding to Item 10 listed 52 monitors, 57 teachers, and 64 supervisors which they expected to participate in activities described in Item 9. The mean number of hours of participants was 3.9 for monitors, 3.97 for teachers and 4.2 for supervisors.

Item 11: Are faculty members evaluated on a regular
basis?

Table 28. School Related Activities Expected of Faculty Members

Related Activities	Number Of Schools	Percentage Of Schools
A. Bus Duty	22	23
B. Study Hall Supervisor	24	25
C. Lunchroom Supervisor	87	92
D. Chaperoning	56	59
E. Playground Duty	85	89
F. Club Sponsor	26	27
G. Class Sponsor	20	21
H. Detention Duty	67	70
* I. Other	40	42

* See Appendix A for explanation of other activities.

Table 29. Hours Per Week Faculty Members Are Expected to Participate in School Related Activities

All Schools	<u>Faculty Types</u>		
	a. Monitors	b. Teachers	c. Supervisors
Total Responses	52.0	57.00	64.0
Total Hours	203.5	226.50	269.0
Mean	3.9	3.97	4.2

Responses to Item 11 are shown by school size and category in Table 30.

Ninety six (99 percent) schools responded to Item 11. Sixty (63 percent) answered "yes" and 36 (37 percent) answered "no."

The least percentage of those schools evaluating teachers regularly was in size 1 (1-30) with 55 percent and size 3 (61-90) with only 20 percent. When using school curriculum categories, 55 percent in category 1 (ACE) evaluated faculty members on a regular basis and in category 4 only half of the schools evaluated teachers regularly. Eighty-eight percent of those schools in category 3 (K-12) evaluated teachers on a regular basis, far exceeding all other categories.

Item 12: If you answered "yes" to Item 11, how often are they evaluated?

Responses by school size and category are shown in Table 31.

Fifty-nine of the 60 schools that responded "yes" to Item 11 answered Item 12. Thirty-three (56 percent) indicated that they evaluated teachers once a year. Nineteen (32 percent) evaluated teachers twice a year and 7 (12 percent) had other frequencies of evaluation.

Item 13: By whom are faculty members evaluated?

Responses to Item 13 are shown in Table 32.

Table 30. Faculty Evaluation for All Schools Surveyed

	<u>Faculty Evaluation</u>		Total Schools	Percentage Evaluating Teachers Regularly
	Yes	No		
A School Size				
1	11	9	20	55.0
2	24	11	35	68.5
3	2	8	10	20.0
4	8	3	11	72.7
5	3	2	5	60.0
6	10	3	13	76.9
7	2		2	100.0
B School Category				
1	23	19	42	54.8
2	14	5	19	73.6
3	7	1	8	87.5
4	6	6	12	50.0
5	10	5	15	66.6
Totals	60	36	96	62.5

^ASee page 33.^BSee page 31.

Table 31. Frequency of Faculty Evaluation

<u>Faculty Evaluation</u>				
	a. Once a Year	b. Twice a Year	c. Other	Totals
^A School Size				
1	5	3	3	11
2	16	5	2	23
3		1	1	2
4	3	4	1	8
5	2	1		3
6	7	3		10
7		2		2
^B School Category				
1	13	5	4	22
2	9	5		14
3	2	4	1	7
4	2	3	1	6
5	7	2	1	10
Totals	33	19	7	59

^ASee page 33.^BSee page 31.

Table 32. Participants Involved in Faculty Evaluation

Evaluators	Number of Schools	Percentages
a. Chief Officer	12	10
b. Principal	51	41
c. Pastor	37	30
d. Peers	3	2
e. Students	4	3
f. Professional Organ.	2	2
g. Other	15	12
Total Responses	124	100

There was a total of 124 responses to Item 13. This was because many schools used more than one person to evaluate faculty members. Forty-one percent indicated that the principal evaluated the faculty. The pastor as an evaluator was second at 30 percent. Twelve percent indicated persons other than those listed did the evaluating. The majority of these persons were school board members. Ten percent listed the chief officer as the evaluator.

Those that did not appear to play a significant role in faculty evaluation were students, which were listed 3 percent of the time as evaluators, and professional organizations and peers were listed just 2 percent of the time as evaluators.

Item 14: How are faculty members evaluated?

Responses are shown by percentage for all schools in Table 33.

There was a total of 140 responses to Item 14 indicating that faculty members were evaluated in more than one way by many schools.

Fifty-nine (42 percent) indicated that faculty members were evaluated by classroom observation. Forty-seven (34 percent) indicated that faculty members were interviewed as a part of the evaluation process. Those that made use of lesson plans in teacher evaluation numbered 23 (16 percent). Eleven (eight percent) indicated use of such things as prepared forms, students' progress, work habits and

Table 33. Methods of Faculty Evaluation

How Evaluated	Total Response	Percentages
a. Observed in Classroom	59	42
b. Interviewed	47	34
c. Lesson Plans Analysis	23	16
d. Other	11	8
Totals	140	100

attitudes, and total ministry participation as part of the overall evaluation process.

Item 15: How often are faculty meetings held?

Responses to Item 15 are shown by percentage for all schools in Table 34.

Ninety-two schools responded to Item 15. Of those responding faculty meetings were held weekly by 35 (38 percent). Nineteen (21 percent) met biweekly, and 20 (22 percent) held monthly faculty meetings. Eighteen (19 percent) indicated that faculty meetings were held at intervals other than those listed, such as daily, as needed, quarterly, twice a month, and every six weeks.

Item 16: By whom is the salary of the faculty paid?

Responses to Item 16 for all schools by school size are shown in Table 35.

Ninety-five percent of the responding institutions answered Item 16. Responses indicate that the vast majority (82 percent) of the faculty members involved were paid by the school. A much smaller number (3 percent) was paid by the sponsoring church.

Fourteen (15 percent) schools indicated that a portion of faculty salaries was paid by both the sponsoring church and the school.

Table 34. Frequency of Faculty Meetings

Meeting Frequency	Total Schools	Percentage
a. Weekly	35	38
b. Biweekly	19	21
c. Monthly	20	22
d. Other	18	19
Totals	92	100

Table 35. Sources of Faculty Salaries

<u>Salary Payments</u>			
	a. School	b. Church	c. Percentage by both
* School Size			
1	11		4
2	29	2	5
3	8		2
4	9	1	1
5	4		1
6	12		1
7	2		
Totals	75	3	14
Percentages	82	3	15

* See page 33.

Staff

Item 1: What is the involvement of the pastors of the sponsoring church with the school?

Responses by school size and curriculum category to Item 1 are shown in Table 36.

There was a total of 153 responses to Item 1. This indicated that in many schools, the pastor was involved in more than one role. Twenty-one percent named the pastor as principal of the school. The largest number (31 percent) indicated that the pastor served as advisor/counselor. Twenty-three percent listed the pastor as board chairman. Only five percent identified the pastor as a faculty member.

Sixteen percent indicated the pastor was involved in other ways with the schools such as school board member, giving devotions, administrator, supervisor, president, and superintendent. Four percent confirmed that the pastor had no direct involvement with the school.

Of particular interest to the investigator was the fact that after a school reached 60 students, the pastor seemed to take a much lesser role in the school operation, especially in the area of administration of the school.

Item 2: Is there a school board which has the responsibility for governing the school?

Table 36. Involvement of the Pastor of the Sponsoring Church With the School

Types of Involvement							
	a. Principal	b. Advisor	c. Board Chairman	d. Faculty Member	e. Other	f. No Direct Involvement	Totals
A School Size							
1	12	9	8	4	3	2	38
2	16	15	10	3	7	1	52
3	2	7	5	1	2		17
4	1	7	8		4		20
5		3	2		2		7
6	1	5	2		5	3	16
7		1			1	1	3
B School Categories							
1	22	18	16	6	10	2	74
2	5	9	7	1	8	1	31
3	1	4	2			2	9
4	2	8	5		2	1	18
5	2	8	5	1	4	1	21
Totals	32	47	35	8	24	7	153
Percentages	21%	31%	23%	5%	16%	4%	100%

A See page 33.
B See page 31.

The responses by school size and category to Item 2 are shown in Table 37.

Ninety-five institutions responded to Item 2. Eighty (84 percent) answered "yes" and fifteen (16 percent) answered "no." Two schools did not respond to Item 2.

The results clearly showed that most of the schools were governed by a school board. Nine schools (60 percent) which did not have a school board were in category 1. Six (40 percent) were in size 1. Therefore, the majority of the schools without governing boards were small ACE schools.

Item 3: If you answered "yes" to question 2, what is the composition of the school board?

The responses to Item 3 according to institutional size and curriculum category are shown in Table 38.

Eighty schools responded that they were governed by a school board. Forty percent of those institutions indicated that the board was composed of the church council. Thirty-six percent said the board was appointed by the church council, and 5 percent of the boards were elected by the congregation.

Nineteen percent indicated the board was selected by other methods. The majority of these stated that the board was appointed by the pastor of the sponsoring church.

Item 4: Indicate in the blank beside each position the number of staff persons employed by the school

Table 37. Existence of School Boards in Schools Surveyed

* School Size	Yes	No	School Category	Yes	No
1	14	6	1	33	9
2	31	3	2	17	1
3	8	2	3	8	
4	9	2	4	9	3
5	4	1	5	13	2
6	12	1			
7	2				
Totals	80	15		80	15

* See page 33.

Table 38. Composition of the School Board as Classified by School Size and Category

<u>B o a r d C o m p o s i t i o n</u>				
A School Size	a. Church Council Serves on Board	b. Board Appointed by Church Council	c. Board Elected by Church Congregation	d. Other
1	7	1	2	4
2	15	11	1	4
3	2	4		2
4	5	3		1
5	1	3		
6	2	6	1	3
7		1		1
B School Category				
1	16	10	2	5
2	6	5	2	4
3	3	3		2
4	4	3		2
5	3	8		2
Totals	32	29	4	15
Percentages	40%	36%	5%	19%

A See page 33.
B See page 31.

in each category plus their annual salary. If more than one person is listed, give the average salary.

The responses to Item 4 are shown in Table 39.

Information given on staff salaries was rather sketchy. For example, there was a total of 72 positions for which a salary was given by the responding institutions. The investigator could only surmise that many of the institutions were reluctant to share this information. As a result, the information gathered was not substantial enough to report the findings by school size and category. Therefore, the results are reported for all schools combined.

The average yearly salary reported for principals of all schools responding was \$15,594. Administrative staff salaries averaged \$11,701. The average salary listed for librarians was \$8,978.

Although three schools reported having guidance counselors, no salaries were reported.

Secretaries earned a yearly average salary of \$8,632, while maintenance personnel averaged \$6,646 annually. Athletic directors earned an average salary of \$9,325 yearly.

All of those combined under the category of "Other," which included 2 music directors, 1 teacher, 1 bookkeeper, and 1 van driver, earned an average annual salary of \$7,030.

Table 39. The Number and Average Annual Salaries of Staff Persons

* Staff Position	Number of		Annual Salary	Number of		Annual Salary
	Full-time	Part-time	Full-time	Full-time	Part-time	Part-time
a. Principal	48	34	\$15,594	5	2	\$1,000
b. Administrative Staff	22	9	11,701	2	0	None Given
c. Librarian	5	3	8,978	4	1	1,000
d. Guidance Counselor	3	0	None Given	1	0	None Given
e. Secretary	46	26	8,632	13	13	3,664
f. Maintenance/Custodian	18	8	6,646	19	14	2,531
g. Athletic Director	8	2	9,325	8	4	1,150
h. Other	10	5	7,030	11	9	3,063

* Column 1 under Full-time and Part-time employees is the total number of persons listed. Column 2 is the number included in the salary average.

Annual part-time salary reporting was also very incomplete and in many instances probably not representative of the schools as a whole (see Table 39). It is inconceivable that part-time secretaries and custodians earned more than part-time principals and librarians, yet with the limited participation in answering this item the results showed that they earned more than twice the amount. Therefore, the lack of participation in the answering of Item 4 calls into question the reported salary averages.

Item 5: Which of the staff persons listed on the previous page are shared jointly with the local sponsoring church?

Responses to Item 5 are shown by percentage in Table 40.

Responding institutions identified 85 staff persons as being jointly shared with the school and the sponsoring church. This number consisted of both full-time and part-time employees and represents 38 percent of the total employees listed in Table 39.

Forty-eight percent of the principals (both full and part-time combined) who were listed in the survey were shared, and 38 percent of the administrative staff.

Only 1 librarian (11 percent) and 1 guidance counselor (25 percent) were shared.

Forty-two percent of all secretaries listed were shared between the school and the sponsoring church. The most shared group of employees was maintenance and custodial

Table 40. Staff Persons Shared Jointly by the School and the Sponsoring Church

Staff Position	*Total Number Shared	Percentage Shared
a. Principal	25	48
b. Administrative Staff	9	38
c. Librarian	1	11
d. Guidance Counselor	1	25
e. Secretary	25	42
f. Maintenance	20	54
g. Athletic Director	1	6
h. Other	3	14
Total Shared Staff	85	38

*Includes both full-time and part-time employees

personnel at 54 percent. Athletic directors were shared the least of all employees. Only 1 (6 percent) was shared.

All other employees who were shared combined represented only 14 percent of the total number of full-time and part-time staff listed by the respondents.

Item 6: Indicate by placing a check in the appropriate categories the fringe benefits available to staff persons.

Responses to Item 6 are shown by percentage in Table 41.

According to the data collected, many of the staff persons in Church of God schools did not receive benefits, and those who did, received only limited benefits. Some employees at the time of this study did not receive social security benefits paid by the employers. However, with the new laws governing social security payments, this situation should improve of its own accord.

Principals and guidance counselors faired the best with administrative staff and librarians placing third and fourth in total benefits percentage wise.

Secretaries were given very few benefits, and the plight of maintenance and custodial help, as well as coaches, was even worse.

With the exception of social security benefits, which were afforded to 67 percent of the administrative staff, 62 percent of the principals, and 53 percent of the secretaries, all additional benefits for any position were received by

Table 41. Types of Fringe Benefits Available to Staff Persons Shown by Percentage

Position	Total Persons	Health Insurance	Life Insurance	Social Security	Retire- ment	Workman's Compensation	Unemployment Insurance	Disability Insurance	Other
a. Principal	53	40	19	62	25	51	9	9	9
b. Admin. Staff	24	29	13	67	8	46	13	4	4
c. Librarian	9	22	22	44	11	22	22	33	
d. Guidance/ Counselor	4	50	50	50	25	50		50	
e. Secretary	59	12	10	53	3	37	7	7	3
f. Maint./ Custodian	37	5	5	43		22	8	3	5
g. Athletic Dir./Coach	16	6	6	19	6	25	6	6	
h. Other	21	24	10	33	10	29	5	10	

*All figures are percentages of the totals listed in Table 39. The table also includes both full-time and part-time employees.

approximately 50 percent or less of the employees. In many instances benefits were received by fewer than 50 percent or not at all.

Curriculum

Much of the data in this investigation has been presented according to the grade levels offered and curriculum categories in which a school was placed. As stated earlier in this chapter, five basic types of schools were identified. (See page 31 for details.) Results of the questionnaire were presented in this manner where feasible because in many instances, there was a vast difference between the operation of schools offering kindergarten or lower grades only, and those offering the upper junior high and high school grades. There were also many differences between those using the ACE curriculum and those using a more conventional or traditional curriculum. For these reasons data have been broken down into various curriculum categories and grade levels to offer a clearer picture of a particular type of school.

All results for this section (curriculum) of the questionnaire will be reported by school category and grade levels only since the investigator is primarily interested here in the opinions, limitations, and strengths concerning the various types of curriculum programs in use by Church of God schools.

Curriculum Rating

In the first portion of the curriculum questionnaire all respondents were asked to rate Items 1-5 in relation to their schools by using a scale of 1 to 5, with 1 representing the most favorable responses and 5 the most unfavorable. The items were:

Item 1: How do you rate the curriculum used by your school?

Item 2: How do you rate the student response to the curriculum?

Item 3: How do you rate the curriculum in your school compared with the public school curriculum in your area?

Item 4: How do your students rank on college bound tests such as the ACT or SAT?

Item 5: What is the overall reaction of the parents of children in your school to the curriculum?

Responses to Items 1-5 are shown by percentage in Table 42.

All 97 schools surveyed responded to Items 1-5 with the exception of Item 4 which did not apply to schools not graduating students from high school.

The majority (59 percent) rated the curriculum they used as very good. Thirty-six percent rated the curriculum

Table 42. Curriculum Rating Scale for All Schools Surveyed by Percentage

School Categories	Item 1 Scale					Item 2 Scale					Item 3 Scale					Item 4 Scale					Item 5 Scale				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	43	60	37	1		51	44	2	2		81	14	2	2		38	54	3	3		65	33	2		
2	19	58	42			26	68	5			79	21				50	50				58	42			
3	8	63	37			50	50				100							N/A			88	12			
4	12	42	42	16		17	50	33			50	50				71	29				42	42	16		
5	15	80	20			53	47				80	20						N/A			73	27			
Grand Totals	97	59	36	2	1	42	50	6	1		78	20	1	1		15	25	3	1		64	33	3		

* Item 4 does not apply to categories 3 and 5. In addition, only those schools who offered the ACT or SAT test to their students responded to Item 4. Therefore, the percentages for Item 4 do not reflect the total population for each category.

as good and 2 percent rated the curriculum as fair. Only 1 percent rated their curriculum as poor and none very poor.

Curriculum category 5 received the highest rating with 80 percent checking very good. Category 4 ranked their curriculum the lowest with 42 percent checking very good. Categories 1, 2, and 3 were similar ranging from 58 to 63 percent.

Schools rated student response to the curriculum similar for categories 1, 3, and 5, all ranging from 51 to 53 percent for the very good column. However, category 2 felt that only 26 percent of their students had a very good response to the curriculum, and 68 percent had a good response. Category 4 rated student response to the curriculum lowest of all, rating it very good, 17 percent, good, 50 percent, and fair, 33 percent.

All schools rated their curriculum high for Item 3 when compared with the public schools. Category 3 was the highest with 100 percent of the schools responding very good. Categories 1, 2, and 5 were similar ranging from 79 to 81 percent responding very good. For category 4, 50 percent responded very good and 50 percent good.

Information received for Item 4 was incomplete. The question did not apply to categories 3 and 5. Many of the schools in the remaining three categories did not respond. It is assumed that they did not give the ACT or SAT tests or the scores were not available.

For category 1, 38 percent of those responding to Item 4 ranked their students very good and 54 percent ranked them good. In category 2, 50 percent ranked their students very good and 50 percent good. Category 4 ranked their students the highest at 71 percent very good and 29 percent good.

Most of the schools ranked the reaction of parents to the curriculum rather high. In category 1, 65 percent of the schools rated the parents' reaction to the curriculum as very good and 33 percent as good. Category 2 checked very good 58 percent of the time and good 42 percent. Category 3 gave the highest ratings for parents' reaction to the curriculum with 88 percent very good and 12 percent good. Category 4 said that the parents rated the curriculum the same as did the school at 42 percent very good, 42 percent good and 16 percent fair.

Seventy-three percent in category 5 said that parents rate the curriculum very good and 27 percent good.

Category 4 consistently rated the curriculum lower than the other categories in all areas. However, they rated their students much higher on college-bound tests than did the other categories of schools.

Curriculum Evaluation and Approval

There were four items pertaining to curriculum evaluation and approval. These were:

- Item 6: Do you have an ongoing program for curriculum evaluation?
- Item 7: Does your curriculum meet the state department of education guidelines (i.e., subject matter and credits) for high school graduation?
- Item 8: Does your state require approval and/or licensing to operate?
- Item 9: Do you feel that the plan of the Church of God Educational Association to develop and monitor a voluntary program for approval/certification and accreditation of member institutions is well conceived?

The responses by percentage to these items are shown in Table 43.

Responses to Item 6 by all school categories were similar with one exception. The majority responded to having an ongoing program for curriculum evaluation. The one exception was category 3 where 50 percent of the schools responded "yes" to the question and 50 percent responded "no."

Responses to Item 7 concerning the curriculum meeting state guidelines for high school graduation were mixed. In some categories there was a large percentage of subjects who did not respond. The researcher is not certain if no responses meant that the curriculum did not meet state

Table 43. Curriculum Evaluation and Approval Shown by Percentage

School Categories	Item 6		Item 7		Item 8		Item 9	
	Yes	No	Response	No	Response	No	Response	Not Certain
1	56	42	2	5	2	14	86	37
2	68	26	5		11	21	79	32
3	50	50			62	88	12	13
4	58	42		8	17		100	33
5	60	40		7	40	33	67	33
								7
All Schools	59	39	2	77	2	23	77	32
								5
								63

guidelines for high school graduation or that the school was not certain if they were meeting state requirements.

Categories 1 and 2 responded "yes" 93 percent and 89 percent respectively. Category 3 responded 38 percent "yes." It could be that the large number (62 percent) not responding in this category felt the question was not relevant to their situation.

Seventy-five percent in category 4 and 53 percent in category 5 responded "yes" to Item 7. Again, the rather high number (40 percent) of schools not responding in category 5 was probably because these schools do not offer the high school grades.

Responses to Item 8 were similar for all school categories except category 3. It appears that most kindergartens (88 percent) were located in states that require licensing for a kindergarten to operate. Most of the other schools were not required to have approval to operate. In category 1 only 14 percent responded "yes." Twenty-one percent responded "yes" in category 2. In category 4, all schools (100 percent) responded "no." Thirty-three percent responded "yes" in category 5.

Responses to Item 9 were similar for all categories except category 3 (see Table 43). Approximately one-third of all respondents felt that the plan of the Church of God Educational Association to develop and monitor a voluntary program for accreditation of member institutions was well

conceived. A small number (never more than 7 percent for any category) did not feel that the plan was well conceived. However, the majority were not certain as to how they perceived the plan. This may have been because the plan was newly developed, and most schools at the time of the survey had not had a chance to examine the document in its entirety.

Subjects Taught at Each Grade Level

There was one item related to subjects taught at each grade level. This was:

Item 10: Circle the grade(s) in which the following subjects are taught in your school.

To report more accurately the data for Item 10, the information gathered was reported in three grade level groupings as follows:

Group I: The population includes grades K-2, all five curriculum categories and all 97 schools participating in the study.

Group II: The population includes grades 3-9 and curriculum categories 1, 2, 4, and 5. The total population in Group II is minus the 8 schools in Group I. In addition, the population in this group was graduated based on the following number of grades offered in curriculum category 5:

<u>Number of Grades</u>	<u>Population</u>
A. 3(K-3)	N = 89
B. 2(K-4)	N = 86
C. 2(K-6)	N = 84
D. 6(K-8)	N = 82
E. 2(K-9)	N = 76

Group III: The population includes grades 10-12, and curriculum categories 1, 2, and 4. The total population for this group was 74 schools.

Group I: Subjects Taught in Grades K-2 for All Schools

Responses to Group I are reported by percentages and by school categories and grade levels in Tables 44 through 46.

A. Art

A majority (62 percent) of all schools surveyed taught art in the kindergarten grade. This percentage dropped to 57 percent in grade 1 and 55 percent in grade 2.

By grade 2 the number of schools offering art in category 3 had dropped to 13 percent. All other categories remained relatively constant for grade 2.

B. Bible

As one might expect of Christian schools, Bible was taught as a subject a high percentage of

Table 44. Subjects Taught in Kindergarten Shown by Percentages

Subjects	<u>School Categories</u>					* Grand Total % Of All Schools N = 97
	1	2	3	4	5	
A. Art	40	63	100	83	87	62
B. Bible	77	89	100	92	100	87
C. Business						
D. Computer Science	5				7	3
E. English Language	77	79	25	75	93	75
F. Foreign Language	2				20	4
G. Health	33	42	63	33	73	43
H. Literature	12	32		17	20	16
I. Mathematics	67	84	100	92	100	81
J. Music	44	68	63	83	93	63
K. Physical Education	53	74	63	75	80	65
L. Reading	72	79	100	92	100	82
M. Science	53	63	63	75	93	64
N. Social Studies	51	37	25	50	73	49
O. Vocational						
P. Gifted Program	5			8	7	4
Q. Handicapped Program	2					1
R. Remedial Program	21	16		8	13	15

* After grade 2 category 3 does not figure in the Grand Total Percentage. The same is true of category 5 after grade nine.

Table 45. Subjects Taught in Grade 1 Shown by Percentages

Subjects	<u>School Categories</u>					Grand Total % Of All Schools N = 97
	1	2	* 3	4	5	
A. Art	44	68	25	67	87	57
B. Bible	86	89	25	92	100	85
C. Business						
D. Computer Science	5				7	3
E. English Language	95	89	13	83	93	86
F. Foreign Language	2				13	3
G. Health	35	47	13	42	73	42
H. Literature	19	42		8	40	24
I. Mathematics	95	89	25	100	100	90
J. Music	53	79	13	92	93	66
K. Physical Education	77	84	13	83	87	75
L. Reading	93	79	25	92	100	86
M. Science	98	84	25	92	93	88
N. Social Studies	95	68	13	75	80	78
O. Vocational						
P. Gifted Program	9			8	13	7
Q. Handicapped Program	2				7	2
R. Remedial Program	26	16		8	27	20

* Two schools in category 3 offer K-1.

Table 46. Subjects Taught in Grade 2 Shown by Percentages

Subjects	<u>School Categories</u>					Grand Total % Of All Schools N = 97
	1	2	*3	4	5	
A. Art	44	63	13	67	87	55
B. Bible	86	95	13	92	100	85
C. Business						
D. Computer Science	5				7	3
E. English Language	98	100	13	83	93	89
F. Foreign Language	2				13	3
G. Health	37	47	13	42	80	44
H. Literature	23	47		8	40	27
I. Mathematics	98	100	13	92	100	91
J. Music	58	79	13	92	93	68
K. Physical Education	79	95	13	83	93	79
L. Reading	98	89	13	92	100	89
M. Science	100	89	13	92	93	89
N. Social Studies	95	79	13	92	80	82
O. Vocational						
P. Gifted Program	7			8	13	6
Q. Handicapped Program	2				7	2
R. Remedial Program	28	16		8	27	21

*One school in category 3 offers K-2.

the time in Group I. Percentages ranged from a high (87 percent) in kindergarten to a low (85 percent) in both grades 1 and 2 for all schools.

C. Business

Business was not taught by any school in grades K-2.

D. Computer Science

Computer Science was taught by 3 schools in grades K-2, 2 schools in category 1 and 1 school in category 5.

E. English Language

English language was taught by 75 percent of all schools at the kindergarten level and 86 and 89 percent for grades 1 and 2 respectively.

F. Foreign Language

Foreign language was taught in 4 percent of the kindergartens and in 3 percent of grades 1 and 2.

G. Health

Results for all grades in Group I were similar concerning the teaching of health. Forty-three percent of the kindergarten, 42 percent of the first grades, and 44 percent of the second grades taught health.

H. Literature

Literature was taught by 16 percent of the kindergartens, 24 percent of the first grades, and 27 percent of the second grades.

I. Mathematics

Eighty-one percent of the kindergartens, 90 percent of the first grades, and 91 percent of all second grades taught mathematics. Thus mathematics was the most popular course in Group I.

J. Music

Music was taught by a majority (63 percent) of all kindergartens, 66 percent of all first grades and 68 percent of all second grades.

K. Physical Education

Sixty-five percent of the kindergartens, 75 percent of the first grades and 79 percent of all second grades taught physical education.

L. Reading

As expected in grades K-2, reading was taught by a large majority of the schools. Eighty-two percent of the kindergartens, 86 percent of the first grades and 89 percent of all second grades taught reading. One hundred percent of the kindergartens in curriculum category 3 taught reading and 100 percent of the schools in

curriculum category 5 taught reading through the second grade.

M. Science

The teaching of science rose from 64 percent in the kindergartens to 88 percent in the first grades and 89 percent in the second grades.

N. Social Studies

Social studies was taught in less than half (49 percent) of the kindergartens, but was well represented in the first (78 percent) and second (82 percent) grades.

O. Vocational Program

There were no vocational programs taught in kindergarten through grade 2.

P. Gifted Program

Four percent of the kindergartens, 7 percent of the first grades and 6 percent of the second grades had programs for the gifted student. All of these programs were in curriculum categories 1, 4 and 5.

Q. Handicapped Programs

The extent of the handicapped program was 1 kindergarten in category 1, 2 first grades, 1 in category 1 and 1 in category 5, and 2 second grades, also found in categories 1 and 5.

R. Remedial Programs

Fifteen percent of the kindergartens, 20 percent of the first grades, and 21 percent of the second grades reported having remedial programs. However, there were no remedial programs reported for category 3.

Group II: Subjects Taught in Grades 3-9 for All Schools

It is important to note that the population of schools, where N = population in Group II, will decline from $N = 89$ for grade 3 to $N = 76$ for grade 9. The reason for this, as mentioned earlier in this paper, is that curriculum category 5 contains schools which vary greatly in the number of grades offered. Also, all eight schools in curriculum category 3 (K-2) are eliminated from this portion of the study. (See Tables 47 through 53.)

In addition, the percentages for category 5 could be misleading since like all other curriculum categories they are based on the total number of schools in the category, not the number of schools offering a particular grade. (See explanation on page 31 for additional clarification of category 5.

A. Art

The number of schools offering art for grades 3-9 were similar. A high (56 percent) was reached in grades 3 and 4 and a low of 51 percent in grades 7 and 8 for schools teaching art.

Table 47. Subjects Taught in Grade 3 Shown by Percentages

Subjects	<u>School Categories</u>					Grand Total % Of All Schools N = 89
	1	2	3	4	5	
A. Art	44	63		67	73	56
B. Bible	86	95		92	87	88
C. Business						
D. Computer Science	5				13	4
E. English Language	98	100		83	87	94
F. Foreign Language	2				20	4
G. Health	37	47		42	60	44
H. Literature	28	47		17	33	31
I. Mathematics	98	100		100	87	97
J. Music	60	79		92	80	72
K. Physical Education	86	95		83	87	88
L. Reading	98	89		92	93	94
M. Science	100	95		92	73	93
N. Social Studies	100	84		100	73	92
O. Vocational						
P. Gifted Program	2				13	3
Q. Handicapped Program	2				7	2
R. Remedial Program	26	16		25	27	24

Table 48. Subjects Taught in Grade 4 Shown by Percentages

Subjects	<u>School Categories</u>					Grand Total % Of All Schools N = 86
	1	2	3	4	5	
A. Art	47	63		42	73	56
B. Bible	86	95		92	80	91
C. Business						
D. Computer Science	5			8	13	6
E. English Language	98	100		83	80	96
F. Foreign Language	2				20	5
G. Health	42	42		25	47	42
H. Literature	51	47		33	47	49
I. Mathematics	98	100		100	80	99
J. Music	60	74		83	80	72
K. Physical Education	86	100		83	67	88
L. Reading	88	89		83	73	88
M. Science	100	100		92	67	97
N. Social Studies	100	89		100	73	97
O. Vocational						
P. Gifted Program	5				13	5
Q. Handicapped Program	2					1
R. Remedial Program	26	16		25	27	24

Table 49. Subjects Taught in Grade 5 Shown by Percentages

Subjects	<u>School Categories</u>					Grand Total % Of All Schools N = 84
	1	2	3	4	5	
A. Art	42	63		50	60	54
B. Bible	86	95		83	67	89
C. Business				8		1
D. Computer Science	5			8	13	6
E. English Language	98	100		83	73	98
F. Foreign Language	2				20	5
G. Health	42	42		25	40	42
H. Literature	58	53		42	40	55
I. Mathematics	98	100		100	67	99
J. Music	60	73		75	67	70
K. Physical Education	86	100		83	60	89
L. Reading	88	89		75	60	87
M. Science	100	100		92	53	96
N. Social Studies	100	89		100	60	96
O. Vocational						
P. Gifted Program	5				27	7
Q. Handicapped Program	2					1
R. Remedial Program	26	16		25	27	25

Table 50. Subjects Taught in Grade 6 Shown by Percentages

Subjects	<u>School Categories</u>					Grand Total % Of All Schools N = 84
	1	2	3	4	5	
A. Art	42	53		58	60	52
B. Bible	86	95		83	67	89
C. Business	5			8		4
D. Computer Science	5			8	13	6
E. English Language	98	100		83	73	98
F. Foreign Language	2				27	6
G. Health	42	47		25	40	43
H. Literature	65	58		50	40	61
I. Mathematics	98	100		100	67	99
J. Music	60	68		75	67	69
K. Physical Education	86	100		92	60	90
L. Reading	88	84		75	60	86
M. Science	100	100		92	53	96
N. Social Studies	100	89		100	60	96
O. Vocational						
P. Gifted Program	5				27	7
Q. Handicapped Program	2					1
R. Remedial Program	26	16		33	27	26

Table 51. Subjects Taught in Grade 7 Shown by Percentages

Subjects	<u>School Categories</u>					Grand Total % Of All Schools N = 82
	1	2	3	4	5	
A. Art	49	42		58	40	51
B. Bible	86	95		83	53	89
C. Business	12	16		8		11
D. Computer Science	7			8	20	9
E. English Language	98	100		83	60	98
F. Foreign Language	5				27	7
G. Health	47	47		42	27	46
H. Literature	77	79		75	47	78
I. Mathematics	98	100		100	53	99
J. Music	60	68		75	47	67
K. Physical Education	93	100		92	53	95
L. Reading	86	63		75	40	78
M. Science	100	100		92	47	98
N. Social Studies	100	95		100	53	99
O. Vocational						
P. Gifted Program	5				27	7
Q. Handicapped Program	2					1
R. Remedial Program	26	16		25	27	26

Table 52. Subjects Taught in Grade 8 Shown by Percentages

Subjects	<u>School Categories</u>					Grand Total % Of All Schools N = 82
	1	2	3	4	5	
A. Art	53	37		50	40	51
B. Bible	88	95		50	53	85
C. Business	21	16		8		16
D. Computer Science	12			8	20	11
E. English Language	98	100		83	60	98
F. Foreign Language	7			8	27	10
G. Health	49	47		42	27	48
H. Literature	79	79		75	47	79
I. Mathematics	98	100		100	53	99
J. Music	60	68		75	47	67
K. Physical Education	93	100		92	53	95
L. Reading	86	63		67	40	77
M. Science	100	100		92	47	98
N. Social Studies	100	95		100	53	99
O. Vocational	5	11		8	13	7
P. Gifted Program	7				27	9
Q. Handicapped Program	2					1
R. Remedial Program	26			25	27	24

Table 53. Subjects Taught in Grade 9 Shown by Percentages

Subjects	<u>School Categories</u>					Grand Total % Of All Schools N = 76
	1	2	3	4	*5	
A. Art	65	21		50	13	53
B. Bible	93	95		67	13	89
C. Business	60	42		50	7	54
D. Computer Science	26	11		42	7	25
E. English Language	98	100		100	20	99
F. Foreign Language	72	37		75	7	63
G. Health	51	42		50	7	49
H. Literature	88	89		92	13	89
I. Mathematics	95	100		100	13	97
J. Music	58	63		83	13	64
K. Physical Education	93	100		92	13	95
L. Reading	77	58		58	7	68
M. Science	98	100		92	13	97
N. Social Studies	98	95		100	13	97
O. Vocational	47	16		42	7	38
P. Gifted Program	9	5			7	8
Q. Handicapped Program	2					1
R. Remedial Program	23	5		25		18

* Category 5 represents two schools for the ninth grade.

B. Bible

Again, as one would expect of Christian schools, Bible was taught a great deal of the time in grades 3 through 9. Percentages were very close for all grades ranging from a high of 91 percent in grade 4 to a low of 85 percent in grade 8.

C. Business

Business was not taught in any of the schools surveyed until grade 5, where it was taught in 1 school in category 4. In grade 6, business was taught in 2 schools in category 1 and 1 school in category 4. By grade 7, schools in categories 1, 2, and 4 were teaching business for a total of 11 percent of all schools offering a seventh grade.

The percentage of schools offering business courses remained rather low (16 percent) in grade 8. The percentage then jumped to 54 percent of all schools in grade 9.

D. Computer Science

The percentage of schools teaching computer science was very low for all grades. Percentages ranged from 4 percent in grade 3 to a high of 25 percent in grade 9. However, the percentage for grade 9 was more than double that of grade 8 (11 percent) and more than triple that of any of the other grades.

E. English Language

As expected, English language was taught by a very high percentage of schools at all grade levels in all categories in Group II. Percentages of schools teaching English language ranged from 94 percent in grade 3 to 99 percent in grade 9. Grades 5 through 8 were all at 98 percent.

F. Foreign Languages

Foreign languages were not taught to any great extent in grades 3 through 7, ranging from 4 to 7 percent respectively. There was a slight increase (11 percent) for grade 8. However, in grade 9 a majority (63 percent) taught a foreign language.

G. Health

Results were similar in all grades and with few exceptions in most curriculum categories concerning the teaching of health in Group II. Schools teaching health reached a low of 42 percent in grades 4 and 5 to a high of 49 percent in grade 9.

H. Literature

There was a steady increase in the number of schools teaching literature from grade 3 (31 percent) to grade 9 (89 percent).

I. Mathematics

According to the survey, mathematics was offered in more grades in all categories a greater percentage of the time than any other subject in Group II. The teaching of mathematics ranged from a low of 97 percent in grades 3 and 9 to a high of 99 percent in grades 4 through 8.

J. Music

The teaching of music had a slight decline from grades 3 (72 percent) through 9 (64 percent) but was well represented in all categories at all grade levels.

K. Physical Education

Teaching of physical education ranged from 88 percent in grade 3 to 90 percent in grade 6. The percentage increased to 95 percent for all grades through grade 9.

L. Reading

Reading declined steadily with each increase in grade level from a high (99 percent) in grade 3 to a low (68 percent) in grade 9.

M. Science

Results were similar for all grades in Group II for science. Percentages ranged from a low of 93 percent in grade 3 to a high of 98 percent in

grades 7 and 8. All other grades ranged from 96 to 97 percent.

N. Social Studies

Social studies, like science, was taught a very high percentage of the time at all grade levels and in all categories. Ninety-two percent of all third grades taught social studies. All other grades ranged from 96 to a high of 99 percent in grade 8.

O. Vocational

Vocational courses were not taught by any schools until grade 8 where they were reported by 7 percent of the institutions. This percentage increased to 38 percent in grade 9, primarily because vocational courses were offered by 47 and 42 percent of the schools in curriculum categories 1 and 4.

P. Gifted Programs

Very few schools offered programs for gifted students. Those that did were in curriculum categories 1 and 5 with the exception of 1 school in category 2 in grade 9. The largest number of gifted programs (9 percent) was in grade 8 and the smallest (3 percent) was in grade 3.

Q. Handicapped Program

Handicapped programs were almost non-existent with only 2 schools, 1 in category 1 and 1 in category 5, reporting programs in the third grade. In grades 4-9 one school in category 1 reported a program in operation.

R. Remedial Programs

The percentage of remedial programs was similar for all grades in Group II. Programs ranged from a high of 26 percent in grades 6 and 7 to a low of 18 percent in grade 9. All other grades were 24 or 25 percent.

Group III: Subjects Taught in Grades 10-12 for All Schools

Categories 3 and 5 did not contain any schools in this group. With the elimination of these two categories, the population under study was reduced to 74 schools (see tables 54 through 56).

A. Art

There was a slight decrease in the teaching of art from grades 10 (43 percent) through 12 (34 percent). A greater percentage of the schools in category 1 offered art for all three grades, and the least percentage of schools offering art was in category 2 for grades 10-12.

Table 54. Subjects Taught in Grade 10 Shown by Percentages

Subjects	<u>School Categories</u>					Grand Total % Of All Schools N = 74
	1	2	3	4	5	
A. Art	53	21		42		43
B. Bible	91	89		67		86
C. Business	70	53		83		68
D. Computer Science	26	16		42		26
E. English Language	95	95		100		96
F. Foreign Language	74	47		92		70
G. Health	47	37		50		45
H. Literature	88	89		92		89
I. Mathematics	93	95		100		95
J. Music	57	63		83		62
K. Physical Education	91	95		92		92
L. Reading	74	53		58		66
M. Science	95	95		92		95
N. Social Studies	95	89		100		95
O. Vocational	49	16		50		41
P. Gifted Program	12	5				8
Q. Handicapped Program	2					1
R. Remedial Program	21			17		15

Table 55. Subjects Taught in Grade 11 Shown by Percentages

Subjects	<u>School Categories</u>					Grand Total % Of All Schools N = 74
	1	2	3	4	5	
A. Art	49	16		33		38
B. Bible	88	84		50		81
C. Business	72	47		83		68
D. Computer Science	28	16		33		26
E. English Language	95	89		83		92
F. Foreign Language	81	42		92		73
G. Health	44	21		50		39
H. Literature	91	79		92		88
I. Mathematics	91	84		83		88
J. Music	53	63		83		61
K. Physical Education	91	79		75		85
L. Reading	74	47		58		65
M. Science	93	84		75		88
N. Social Studies	95	79		83		89
O. Vocational	47	26		42		41
P. Gifted Program	12	5				8
Q. Handicapped Program	2					1
R. Remedial Program	21			17		15

Table 56. Subjects Taught in Grade 12 Shown by Percentages

Subjects	<u>School Categories</u>					Grand Total % Of All Schools N = 74
	1	2	3	4	5	
A. Art	44	11		33		34
B. Bible	86	84		83		85
C. Business	72	47		83		68
D. Computer Science	28	16		33		26
E. English Language	91	84		83		88
F. Foreign Language	72	42		92		68
G. Health	44	21		50		39
H. Literature	86	74		92		84
I. Mathematics	83	79		83		82
J. Music	49	59		83		57
K. Physical Education	83	74		75		80
L. Reading	70	42		58		61
M. Science	83	74		75		80
N. Social Studies	88	74		83		84
O. Vocational	40	26		50		38
P. Gifted Program	12	5				8
Q. Handicapped Program	2					1
R. Remedial Program	19			17		14

B. Bible

Again, as expected for Christian schools, Bible was taught in a high percentage of schools. Percentages ranged from a low (81 percent) in grade 11 to a high (86 percent) in grade 10.

Category 4 was the only category to drop below the 83 percent level for any grade with 67 percent of the schools in grade 10 and 50 percent in grade 11 offering Bible.

C. Business

Business was taught by exactly the same percentage (68) of schools for grades 10-12. The smallest percentage of schools offering business courses was in category 2 which ranged from 59 percent for grade 10 to 97 percent in grade 12, and the largest was in category 4 which was 83 percent of the schools for all grades concerned.

D. Computer Science

Twenty-six percent of all schools grades 10-12 taught computer science. Category 4 offered computer science by the greatest percentage (42) of schools in grade 10 while category 2 had the least percent (16) from all three grades.

E. English Language

English language was taught to a very great extent in all grades. There was a slight decline

from a high of 96 percent for grade 10 to a low of 88 percent for grade 12. No category dropped below 83 percent for any grade level.

F. Foreign Language

Seventy percent of all schools offered foreign language in grade 10. A peak of 73 percent was reached in grade 11 and the percentage dropped to 68 percent for grade 12.

G. Health

Health was taught in 45 percent of the schools in grade 10. This percentage dropped to 39 percent for grades 11 and 12. The largest percentage (47) of schools teaching health was in category 1 at the tenth grade level. The smallest (21 percent) was in category 2 for both grades 11 and 12.

H. Literature

Literature was taught a high percentage of the time at all grade levels 10-12. The greatest percentage (89) of schools offering literature was in grade 10. This number declined to 84 percent by the twelfth grade.

I. Mathematics

Mathematics, the most popular subject in grades 3-9, remained strong for grades 10-12, but did show a decline from a high of 95 percent for grade 10 to a low of 82 percent for grade 12.

J. Music

A majority of all schools taught music in grades 10-12. Sixty-two percent of all schools offered music in grade 10. This declined slightly to 57 percent by grade 12. The smallest percentage of schools offering music for all three grades was in category 1, which ranged from 57 percent in grade 10 to 49 percent in grade 12.

K. Physical Education

Physical education as a course offering was strong at all three grade levels. Ninety-two percent of all tenth grades offered the subject. The percentage dropped to 85 percent for the eleventh grade and 80 percent for the twelfth. No category offered physical education in less than 74 percent of the schools.

L. Reading

The teaching of reading declined from a high of 66 percent of the schools in grade 10 to 61 percent of the schools in grade 12. The change was largely the result of category 2 dropping from 53 percent in grade 10 to 42 percent by grade 12.

M. Science

The teaching of sciences was very strong (95 percent) in grade 10. However, there was a surprising decline to 80 percent of the schools by

grade 12. The largest decline was in category 2 which decreased from 95 percent of the schools in grade 10 to 74 percent by grade 12.

N. Social Studies

The results for social studies were very similar to science but percentages did not decline as much in grade 12 as did science. The number of schools teaching social studies ranged from 95 percent for grade 10 to 84 percent for grade 12. Again, the sharpest decline was in category 2.

O. Vocational

The percentage of schools teaching vocational courses was exactly the same for grades 10 and 12, both being 41 percent. However, there was a considerable difference in category 2 which increased from 16 percent for grade 10 to 26 percent in grade 11. All schools declined slightly to 38 percent for grade 12.

P. Gifted Programs

Programs for the gifted remained steady (8 percent) for all grades. Twelve percent of the schools in category 1 and 5 percent in category 2 reported gifted programs. No schools in category 4 reported having a program for the gifted.

Q. Handicapped Programs

Only 1 school in category 1 reported having a

handicapped program out of all schools in Group III responding to the survey.

R. Remedial Programs

Results for remedial programs were similar for all grades 10-12. Fifteen percent of all schools for grades 10 and 11 offered remedial programs. This number dropped 1 percentage point to 14 percent for grade 12. No schools in category 2 offered remedial programs.

Sports

There were three items pertaining to sports in the study. These were:

Item 11: Check below the intramural sports in which your students compete.

Item 12: Does your school compete in interschool sports?

Item 13: If you answered "yes" to Item 12, check each sport in which you compete.

Responses to Items 11, 12, and 13 are shown by percentage in Table 57.

Many of the schools participated in a variety of sports both at the intramural and interschool levels, with the exception of category 3 which did not participate in sports on either level. This is completely understandable since

Table 57. Intramural and Interschool Sports Offered by the Schools

School Category	A I t e m 1 1 Intramural Sports				B I t e m 1 2 Interschool Sports				C I T E M 1 3 Interschool Sports Offered							
	Basket- ball	Foot- ball	Soccer	Soft- ball	Volley- ball	Other	No Intra- mural Program	Yes	No	Base- ball	Basket- ball	Foot- ball	Soccer	Volley- ball	Soft- ball	Other
1	44	28	23	47	42	17		56	44	16	37	7	16	16	19	7
2	58		32	47	53	16		63	37	16	47	11	21	32	37	26
3							100		100							
4	67	50	42	58	50	17		92	8	17	83	42	42	58	58	8
5	33	20	13	27	27	13		13	87		13	7	7		7	13
Grand Total																
All Schools	44	22	24	41	39	15	8	51	49	12	38	11	18	21	24	11

A See page 139

B See page 139

C See page 139

D See page 31.

grade 2 is the highest grade offered by any school in that category.

Basketball was the most popular intramural sport for all categories responding to Item 11 with 44 percent of all schools participating. Softball was second (41 percent) and volleyball third (39 percent). The other three sports listed by the schools were soccer (24 percent), football (22 percent), and track and other field sports (15 percent).

In response to Item 12, a slight majority (51 percent) indicated that they did participate in interschool sports while the remainder (49 percent) did not.

Responses to Item 13 again showed the greater number (38 percent) of schools participating in basketball more than any other sport at the interschool level. The other sports listed from the greatest amount of participation to the least were: softball (24 percent), volleyball (21 percent), soccer (18 percent), baseball (12 percent), football and field and track sports (11 percent).

Music Classes or Programs Offered

One item on the questionnaire dealt specifically with music classes and programs. This was:

Item 14: Check the following music classes or programs offered by your school.

Responses to Item 14 are shown in Table 58.

Table 58. Music Classes or Programs Offered Shown by Percentages

Music Classes and Programs	<u>School Categories</u>					Grand Total % Of All Schools
	1	2	3	4	5	
A. Elementary Choir	42	53		58	40	42
B. High School Choir	44	58		83	7	42
C. Elementary Band	7	11		17		7
D. High School Band	7	11		17		7
E. Voice Instruction	28	26		33	13	24
F. Piano	35	47		58	27	36
G. Instrumental	14	26		25		14
H. Other	2	11	38		47	13

Item 14 did not apply to category 3 except under "Other" where music time and music classes were listed by some of those schools.

The most emphasis in the music program was placed on elementary and high school choruses which were offered by 42 percent of all schools.

The least amount of emphasis was placed on high school and elementary bands which were offered by only 7 percent of the schools. Twenty-four percent of the schools offered voice instruction and 36 percent piano instruction. Instrumental lessons were offered by 14 percent of all schools.

Christian School Organizations and Associations

There was one item pertaining to Christian school organizations and associations in the study. This was:

Item 15: List below the organizations and associations to which your school belongs. Example:

Association of Christian Schools
International

Responses to Item 15 are shown in Table 59.

A majority (59 percent) of the schools surveyed belonged to one or more of 18 different organizations affiliated with private or church school groups. Seventeen schools (18 percent) belonged to the ACSI. Twelve schools (12 percent) held membership in the Church of God Education

Table 59. Organizations and Association Memberships by School Categories

* Organizations and Associations	<u>School Categories</u>					Totals
	1	2	3	4	5	
1. ACE	2					2
2. AACS	1					1
3. ACSI	6	4			7	17
4. ACS of Illinois	2					2
5. AMCS	1					1
6. CLA	2					2
7. CGACS	2	3	1	4	2	12
8. CGACSF	1	2			4	7
9. FACSC				1		1
10. FHAA	1					1
11. MFCS	1					1
12. NAYC			1			1
13. NACE	2					2
14. OCC				1		1
15. PDNS	1					1
16. SACS					2	2
17. TAYC			1			1
18. TACS	1		1			2
Grand Totals	23	9	4	6	15	57

* See Appendix A for the full name of each association and organization listed. The names of organizations are listed as they were on the survey forms.

Association and 7 schools (7 percent) held membership with the Church of God Association of Christian Schools of Florida. The poor showing for the Church of God Association is because it was a newly formed organization and active solicitation of members had not actually begun at the time of the survey. No more than two schools were listed for any other organization.

Physical Education

There was one item in the study related to physical education. This was:

Item 16: Indicate in the blank provided by each grade level the number of hours per week each student is required to participate in physical education.

Responses to Item 16 are shown by average for all grades in Table 60.

Results were similar for grades K-2 for all schools. The students averaged 2.5 hours per week participation in physical education.

The average hours of participation ranged from 2.6 hours in grade 3 to a high of 2.8 hours in grade 10 for all grades above 2.

Participation in physical education never averaged more than 3.1 hours per week for any grade level in any category surveyed.

Table 60. Participation in Physical Education

A School Categories	Average Hours of Participation Per Grade Level Each Week												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1	2.3	2.6	2.6	2.6	2.6	2.7	2.7	2.7	2.7	2.6	2.7	2.7	2.7
2	3.1	2.8	2.7	2.7	2.6	2.6	2.7	2.6	2.8	2.9	2.8	2.5	2.5
3	3.0	2.5	2.5										
4	2.3	2.7	2.8	3.0	3.2	3.1	3.1	3.0	3.0	3.0	2.9	2.6	2.6
5	1.6	1.9	1.9	2.0	2.1	2.2	2.2	2.3	2.3	2.0			
B Grand Total All Schools	2.5	2.5	2.5	2.6	2.6	2.7	2.7	2.6	2.7	2.6	2.8	2.6	2.6

A See page 31.

B Does not include category 3 beyond the second grade and category 5 is not included beyond grade 9.

Finances

The questionnaire on finances was divided into two main sections which consisted of: (1) Budget Expenditures and (2) Budget Resources. The former had eight related questions and the latter nine.

Since the size and type of institution contributed to the budget process, results here were reported by school size as well as by school category.

Many of the schools surveyed were reluctant to share budgetary information, and some simply stated that they had no formal budget. Therefore, the population in this section will vary with each budget item.

Budget Expenditures

1. All Schools Combined Total Budgets

There was one item in the study related to total budgets. This was:

Item a: What is the total dollar amount of the school budget for the 1983-84 school year?

Responses to Item a are shown in Table 61.

The mean budget for all schools participating in the study was \$105,825; however, the mode was \$55,000. Budgets ranged from a high of \$600,000 in category 2, size 6, to \$4,140 in category 1, size 1.

Average budgets increased with school size. Schools in which all or a portion of their curriculum was

Table 61. Average School Budgets

Institutions	Population	Percentage	Mean Budget 1983 - 1984
All Schools Combined	N = 76	78	\$ 105,825.00
^A School Size			
1	N = 13	62	\$ 14,986.00
2	N = 29	83	43,044.00
3	N = 6	60	50,950.00
4	N = 9	82	117,799.00
5	N = 4	80	128,525.00
6	N = 13	100	348,367.00
7	N = 2	100	100,450.00
^B School Categories			
1	N = 36	84	\$ 43,234.00
2	N = 14	74	210,425.00
3	N = 2	25	73,898.00
4	N = 11	92	164,269.00
5	N = 13	87	122,741.00
Total All Budgets			\$8,042,715.00

^ASee page 33.^BSee page 31.

conventional had larger average budgets than schools using ACE exclusively.

Schools with the largest average yearly budget (\$210,425) were in category 2. Those institutions reporting the smallest average yearly budget (\$43,234) were in category 1.

2. Faculty and Staff Salaries and Benefits

There were four items in the study which were related to amounts budgeted for salaries and benefits. These were:

Item b: The percentage of the total budget which is used for administrative salaries, such as principal, assistant principal, etc. (including benefits for other than faculty members).

Item c: The percentage for staff such as secretaries, office workers, and para-professional salaries and benefits (other than the principal and the faculty members).

Item d: The percentage for faculty members' salaries.

Item e: The percentage for all faculty members' benefits.

The responses by percentage to these items are shown in Table 62.

Table 62. Budget Expenditures for Administration, Staff, Faculty, Salary and Benefits, Plant Operation, and Instruction

	b. Administrative Salaries	c. Staff Salaries Benefits	d. Faculty Salaries	e. Faculty Benefits	f. Plant Operation	g. Instructional Equipment	h. Instructional Supplies
All Schools Combined N = 76	15	6	46	4	14	4	10
Number of Schools	N=57	N=48	N=67	N=42	N=58	N=42	N=61
A. School Size							
1	48	13	35	8	24	12	28
2	21	9	55	6	18	7	11
3	22	14	44	7	11	7	13
4	15	7	49	6	15	5	10
5	8	5	53	8	18	4	8
6	9	8	50	7	15	4	9
7	5	20	40	5	25		5
B. School Categories							
1	31	11	45	8	16	8	11
2	6	8	51	7	17	6	13
3	10	5	55	10	10	5	13
4	17	7	51	5	15	4	11
5	11	8	55	5	19	6	16

A. See page 33.

B. See page 31.

A total of 76 schools responded to Items b-d. All 76 schools, however, did not respond to each item; therefore, N will vary for each item. This is shown in Table 62.

When all responding schools were combined, administrative salaries and benefits averaged 15 percent; staff salaries and benefits averaged 6 percent; faculty salaries averaged 46 percent; and faculty benefits averaged 4 percent of the total budgets.

The total percentage of the budget needed for administrative salaries decreased for the most part as school size increased. The one exception was that the percentage increased by 1 percent from size 5 to size 6.

Percentages needed for staff salaries and benefits varied showing no definite pattern. Size 3 took the largest proportion of the budget (14 percent) followed closely by size 1 (13 percent). All size groupings ranged from 5 to 9 percent, excluding size 7 which is the unknown group and for that reason will not be included in future discussions where size is concerned.

Faculty salaries comprised the largest portion of the budget by far except for school size 1 which at 35 percent was 13 percentage points less than that spent for administrative salaries.

Benefits for the faculty were fairly constant for all school sizes comprising from 6 to 8 percent of the budget.

Administrative costs were the highest in category 1 (31 percent) and the lowest in category 2 (6 percent). Category 4 was third (17 percent) and categories 3 and 5 were 10 and 11 percent respectively.

Results were much closer for staff salaries and benefits. Again, category 1 used a greater portion of the budget (11 percent) than did the other categories. The least amount used was by category 3 (5 percent).

Close to one-half of the budget was used for faculty salaries by all school categories. Category 1 used the least with 45 percent. Categories 2 and 4 budgeted 51 percent and categories 3 and 5, 55 percent for faculty salaries.

Faculty benefits ranged from a low of 5 percent of their total budget in categories 4 and 5 to a high of 10 percent in category 3.

3. Plant Operation

There was one item in the study which dealt with plant operation. This was:

Item f: The percentage for the school plant operation, such as utilities, maintenance supplies, office equipment, etc. (excluding salaries).

Responses to Item f are shown by percentage in Table 62.

Fourteen percent of the budget for all schools combined was reserved for plant operation. Schools in size 1 needed the largest percentage (24) and size 3 schools needed the least (11 percent). No school in any other category used more than 18 percent of the budget for plant operation.

Category 3 budgeted the least (10 percent) for plant operation. All other categories ranged from 15 to 19 percent, category 5 being the highest.

4. Instruction

There were two budget items in the study which dealt with instruction. These were:

Item g: The percentage for instructional equipment such as computers, overhead projectors, etc.

Item h: The percentage for instructional supplies and materials (including textbooks and library books).

Responses to Items g and h are shown by percentage in Table 62.

Percentages of the total budget set aside for instructional equipment declined with the increase in school size. The very smallest schools budgeted 12 percent while the largest schools budgeted 4 percent.

From the standpoint of categories, category 4 used the least (4 percent) amount of their budget for instructional supplies, and category 1 used the most (8 percent).

The amount budgeted for instructional supplies (28 percent) for the smallest schools was more than twice that in any other size group and more than triple that of the largest schools which were using 9 percent.

Schools in categories 1 and 4 budgeted 11 percent for instructional supplies. Categories 2 and 3 differed slightly, budgeting 13 percent, and category 5 topped the list using 16 percent of the budget for instructional supplies.

Budget Resources

1. Student Fees Collected

There were three items in the study related to student fees collected. These were:

Item a: What is the total amount of the registration fee per student annually?

Item b: What is the total amount of annual tuition charged per student (on the average disregarding special discounts)?

Item c: What is the approximate annual cost to each student for curriculum materials not

supplied by the school (such as books and required supplies)?

Responses to Items a-c are shown in Table 63.

Annual registration fees for all schools combined averaged \$45.33 per student. The highest registration fee charged was \$250 by a school in size 6, category 2. There were several schools in sizes 1, 2, and 4 and categories 1, 2, 3, and 5 that did not charge a registration fee.

Average registration fees were lowest (\$27) for size 1 schools and highest (\$86) for size 6 schools. In fact, registration fees for size 6 schools averaged approximately twice as high or more than all other schools. Where categories were concerned, category 3 had the lowest (\$18) and category 2 the highest (\$59) average annual registration fees.

Tuition averaged \$907.66 annually for all schools participating in the survey. The highest annual tuition charged (\$1,820) was for a school in size 2 and category 3. There were 2 schools in size 1 and categories 1 and 3 which did not charge a tuition fee. For those that did charge fees, the lowest tuition was \$530 annually. The lowest mean tuition for school size was \$675 annually for size 1 and the highest was \$1,117 for size 6. Category 1 had the lowest (\$832) mean tuition and category 3 had the highest (\$1,042).

Table 63. Average Student Fees for Each School Size and Category

	Item a.	Item b.	Item c.
Schools	Annual Registration Fee	Annual Tuition	Annual Cost For Materials
^A School Size			
1	\$27.00	\$ 675.00	\$78.00
2	46.00	944.00	66.00
3	40.00	917.00	59.00
4	40.00	933.00	70.00
5	24.00	943.00	71.00
6	86.00	1,117.00	47.00
7	45.00	910.00	25.00
^B School Categories			
1	\$43.00	\$832.00	\$80.00
2	59.00	959.00	48.00
3	18.00	1,042.00	36.00
4	48.00	968.00	73.00
5	50.00	941.00	47.00
Totals	\$45.33	\$907.66	\$64.30
^C N = 91			

^ASee page 33.^BSee page 31.^CSix schools did not respond to this portion of the survey.

Students paid an average of \$64.30 annually for curriculum materials for all schools combined. Supplies averaged the highest (\$78) for size 1 schools and the lowest (\$47) for size 6. In category 1 students paid the highest amount (\$80) annually for curriculum materials, while in category 3 they paid the lowest (\$36) amount.

2. Student Fees and the Budget

There were two items in the study related to the percentage of the budget provided by student fees.

These were:

Item d: What percentage of the total budget income is provided by registration fees?

Item e: What percentage of the total budget income is provided by tuition aid alone?

Responses to these items are shown by percentage in Table 64.

The total amount of the budget supplied by registration fees was relatively small. Only 5.3 percent of the budget came from registration fees for all schools combined. Two percent in school size 5 represented the lowest percentage of the budget supplied by registration fees and in school size 6, 9.1 percent represented the highest. The mode for all schools was 5 percent.

Table 64. Budget Resources Shown by Percentage

Schools	d. Registration Fees	e. Tuition Fees	f. Local Church Support	g. Private Donations	h. Foundations and Grants
All Schools	5.3	85.6	5.4	3.4	.3
A School Size					
1	4.0	85.5	8.4	1.6	.46
2	4.8	84.9	4.5	4.5	.50
3	5.1	91.1	.9	2.1	.13
4	5.6	87.0	4.9	2.0	
5	2.0	98.0			
6	9.1	84.6	2.4	3.3	.25
B ₇	5.0	67.5	27.5		
C School Categories					
1	4.3	83.6	6.8	4.5	.22
2	8.1	80.7	7.1	2.4	.86
3	2.6	97.3			
4	5.3	89.4	2.3	2.6	
5	5.5	86.4	4.0	3.3	.15

A See page 33.

B The two schools in Size 7 (unknown size) are not included in the narrative discussion.

C See page 31.

Tuition fees by far supplied the greater portion of the budget averaging 85.6 percent for all schools combined and in no case did any size or category average lower than 80 percent, with the exception of size 7 (size unknown).

The greatest percentage of the budget supplied from tuition by school size was 98 percent for size 5, and the least was 84.6 percent for size 6. Category 2 showed the least amount of the budget derived from tuition with an average of 80.7 percent. Category 3 depended the most on tuition for budget support at 97.3 percent.

3. Budget Support From Sources Other Than Student Fees

There were three items in the study related to budget support from sources other than student fees. These were:

Item f: What percentage of the budget does the local church provide?

Item g: What percentage of the budget must be raised through private personal donations (other than the local church support)?

Item h: What percentage of the budget is supplied through private foundations and grants?

Responses to items f-h are shown by percentage in Table 64.

Local church support for the schools did not provide a very substantial amount of the total budget. For all schools combined, the average local church support was 5.4 percent annually.

School size 1 received the most local church support with 8.4 percent of their budgets being provided. None of the schools in size 5 received financial support from the local church, and all other size groupings received less than 5 percent.

Category 2 received the most local church support for school categories with 7.1 percent of their budgets being provided. Category 1 was a close second with 6.8 percent of their budgets provided by the local church. None of the schools in category 3 received local church funds.

Private donations were somewhat less significant than local church support in formulating the school budgets averaging only 3.4 percent annually for all schools combined. The largest portion of the budget provided through private donors was 4.5 percent in size 2. Size 6 was second with 3.3 percent of the budget provided. None of the budget was provided through private donors in school size 5.

For any given category, the greatest amount of support from private donors was 4.5 percent in category 1. Category 5 was second with 3.3 percent. None of the

schools in category 3 received support from private donors.

Least significant of all was the role that private foundations and grants played in budget support. In no school size group or category did money from these sources amount to as much as 1 percent of the total budget.

4. Federal Programs

There was one item in the study related to school participation in federal programs. This was:

Item i: Does your school participate in any of the following federal programs? a. Textbook assistance, b. Federal lunch programs, c. Other.

A total of 14 schools out of 97 responding to Item i participated in a federal program. No more than one school in any school size participated in a particular program with the exception of size 6 where two schools participated in the lunch program. The most participation was in category 1 in which a total of 6 schools participated in the textbook assistance and federal lunch programs. The least amount of participation was in category 4 which had only 1 school participating in the federal lunch program.

Programs participated in other than those listed in Item i included: Title IV, Remedial Reading Program, and the Day-Care Program.

On-Site Visits and Interviews

Three on-site visits and interviews were conducted. The main purpose for these visits was to give the author a first-hand look at the types of schools participating in the study. The schools were selected for their proximity to the author's home and for the category in which they were placed.

One school each was selected from the three largest categories, category 1 (K-12 ACE), category 2 (K-12 conventional), and category 5 (K-9 conventional). Visits were made in early March 1985 to all three schools. The principal of the conventional high school and grammar school, and the pastor and chief administrator of the ACE school were interviewed.

All interviews were approximately one hour in duration, followed by a tour of the facilities. A list of 17 interview questions (see Appendix C) was supplied to those participating in the interviews just prior to beginning the interview. These questions served to stimulate conversation and keep the interview moving in a positive direction.

Most of the conversation centered on the philosophy and purpose of the school and the curriculum provided. There was

also a great deal of discussion concerning the quality of education as compared to the public school system. It is interesting to note, taking everything into consideration including school climate, that all three persons interviewed felt that their school was doing a better job of educating young people than their public counterparts.

The author found no discrepancies in what he experienced happening in the schools and what was reported on the survey forms. All three schools were well maintained and bustling with activity. However, classes understandably were conducted very differently in the ACE school as opposed to the conventional schools because of the nature of the curriculum used.

Summary

Five major areas including facilities, faculty, staff, curriculum, and finances were surveyed. Many of the findings were reported in three separate ways when appropriate. First, results were reported for all schools combined, then by school size groups, and finally by curriculum categories.

Each item of the survey instrument was presented individually and the results were explained both in narrative and table form.

Perhaps the most revealing portion of the data was in the faculty and staff sections of the survey. A great deal of dedication to the schools was apparent here in that

salaries and benefits were for the most part inadequate. Also, a large number of teachers were teaching with less than a college degree.

Chapter IV includes the major findings, conclusions, recommendations and makes suggestions for further study.

CHAPTER IV

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This study was conducted to survey the current status of facilities, faculty, staff, curriculum, and finances in Church of God schools, K-12, in the continental United States. It was expected that a picture of what exists could be drawn and the results used to assist with continued development within the existing schools and offer guidance for the establishment of new schools.

A comprehensive study of these schools had not heretofore been attempted; therefore, there was no existing body of information that dealt specifically with Church of God schools, and relatively little information was available on existing Christian schools in the literature.

The results obtained are unique to Church of God schools, and should provide information particularly suited to helping these schools better understand and improve all aspects of their educational programs.

At the very least, school administrators will be able to compare each school of similar size and curricular programs and draw conclusions about their own schools based on the findings as to where they currently stand in comparison to other Church of God schools.

Ninety-seven schools were surveyed which represented approximately 75 percent of the Church of God schools known to exist at the time of this study. Information was collected via an author-constructed questionnaire which was divided into the following separate sections: Facilities, Faculty, Staff, Curriculum, and Finances (see Appendix C).

Questionnaires were completed by the principal or chief administrator of each school surveyed. The questions asked were selected for their basic information value relative to generally accepted principles concerning the continued operation of a school whether it be public or private.

Major Findings

Many findings could be singled out from the information collected. Only those that were judged by the author to be of such importance as to receive special amplification have been presented in this chapter.

It is understood that all findings and conclusions refer only to Church of God schools which participated in this study; therefore, it will not be necessary to repeat this fact with each concluding remark.

General Findings

1. The majority (79 percent) of the schools were quite small, averaging 120 pupils or less.
2. Fifty schools (52 percent) which participated in the study were located in the Southeastern United

States. Florida led with 22 schools and Virginia was second with 8 schools.

3. There was a direct correlation between the number of years a school had been in operation and the size of the student population of the school. For example, the smallest schools have been in existence an average of 4 years. The largest schools have existed for an average of 8 years.
4. Sixty-five percent of all schools responding to the survey had been established since 1978. Only three of the schools surveyed existed in the sixties.
5. Sixty-six percent of all principals or chief administrators of the responding institutions held a four-year college degree or above. Twenty-six percent held the master's degree and 5 percent held a doctorate.

Findings About Schools Offering High School Diplomas

1. The first students were graduated from a conventional school in 1972. The first to graduate from an ACE school was in 1975.
2. A total of 722 students had graduated by the spring term of 1983. Sixty-one percent of these students attended ACE schools. Those entering colleges totaled 319.

3. Conventional high schools have on the average graduated more students per school. A slightly greater percentage (47) of these graduates attended college than those who have graduated from the ACE schools (43 percent). Students have also averaged attending conventional schools longer (3.8 years) than the ACE schools (2.83 years).
4. Information concerning ACT and SAT scores was inconclusive in that only seven institutions responded to the item. It is not known if those which did not respond, did or did not administer the tests, or simply did not report the results.

Findings Based on the Facilities Questionnaire

1. The majority (79 percent) of all schools shared their facilities with the sponsoring church.
2. Sixty percent of the schools reported having a library. The number of volumes totaled 72,824 which was an average of 1,255 volumes per library.
3. Survey results suggested that facilities other than libraries, science laboratories, faculty lounges, music and band studios, and gymnasiums were adequate.
4. Those facilities not located on the immediate property were borrowed or rented when needed.

5. Twenty-one percent of the schools had some new facilities under construction.
6. The schools plan to construct 159 new facilities over the next three years. Classrooms and gymnasiums headed the list.
7. Ninety percent of the schools reported sharing part or all of their facilities with the local church.
8. The large majority (90 percent) did not find it necessary to have a formal signed agreement between the sponsoring church and the school concerning the use of the church facilities.

Findings About the Faculty

1. Faculty members averaged 4.4 years experience.
2. Student to teacher ratios averaged 13 to 1 for all schools responding.
3. At least 8 percent of the faculty did not receive a salary. There was no way of determining how many of those faculty members for whom no salary was reported did or did not receive a salary.
4. Average yearly salaries for those who were reported to have received salaries was \$7,807.
5. At least 104 teachers were teaching with less than a four-year college degree. (No credentials were listed for 129 faculty persons.)

6. Very few benefits were offered teachers. Social security was paid for 81 percent of those reported to receive a salary and workmen's compensation was paid for 60 percent of the faculty. However, only 20 percent received health insurance benefits and all other benefits were far less than this.
7. Faculty workloads averaged 6.9 hours per day.
8. The length of class periods averaged 1.46 hours, which is much longer than the normal 50-minute class period.
9. Faculty members were afforded a free period of at least 1 hour duration each day.
10. Faculty members were expected to participate in an array of activities related to the school, such as bus duty, class sponsor, lunch duty, etc., approximately 4 hours each week.
11. The majority (63 percent) of faculty members was evaluated on a yearly basis and the evaluation was most often carried out by the principal or chief administrator. Evaluation methods included classroom observations, personal interviews, and lesson plan analysis in that order of frequency.
12. Peers and students did not appear to play a significant role in the teacher evaluation process.

13. Faculty meetings were held by a large majority (76 percent) of schools on a regular basis.
14. Sponsoring churches bore very little of the expenses of the schools other than providing facilities. Eighty percent of the schools received no funds for faculty salaries. Only 15 percent actually shared salary payments and 3 percent of the schools had their faculty salaries paid in full by the church.

Findings Concerning the School Staff

1. The pastor of the sponsoring church took an active role in practically all areas of the school operation, but most often served in an advisory capacity.
2. Most (84 percent) of the schools were governed by a school board which was most often appointed by the church council or made up of the council members themselves.
3. Staff salaries and benefits were quite low across the board in comparison with public schools in most areas.
4. Thirty-eight percent of the staff was shared with the sponsoring church. The majority of these were principals, secretaries, and maintenance personnel.

Findings Relative to the Curriculum

1. The curriculum was basically of two types:
 - A. Accelerated Christian Education or similar materials
 - B. Conventional programs using materials by Christian publishers where possible.
2. The teaching of Bible as a subject was given a prominent place in the curriculum of all schools.
3. The majority, regardless of the type of curriculum used in the school, felt that their curriculum was very good, and rated it as better than that of the local public school system.
4. Student rankings on college-bound tests were inconclusive since most responding institutions failed to answer the questions concerning ACT and SAT scores of college-bound seniors.
5. Indications were that the curriculum used in the schools had the backing of the majority of parents.
6. Most of the schools had an ongoing program of curriculum evaluation.
7. Very few schools indicated that their curriculum did not meet their state's department of education guidelines.

8. The majority of schools indicated that their state did not require approval or licensing to operate.
9. A decided majority of the schools was uncertain about the Church of God Education Association's plan to develop and monitor a voluntary program for approval/certification and accreditation of member institutions.
10. Definite curriculum weaknesses were shown in the areas of computer science and health education at some grade levels.
11. Gifted, handicapped, and remedial programs were offered by only a few schools.
12. Results showed that all schools except kindergarten considered intramural sports a vital part of the curriculum, and a majority of the schools participated in one or more interschool sports.
13. Music programs, when taken as a whole for all schools, were weak in that no instrumental or choral programs were offered by a majority of the schools.
14. A majority of the schools indicated membership in a national, state, or local professional organization or association.

Findings Drawn From the Finance Questionnaire

1. The total budget reported for all schools which prepared formal budgets was \$8,042,715. This figure is representative of 78 percent of the responding institutions.
2. Individual school budgets averaged \$105,825 yearly.
3. Twenty-two percent of the schools surveyed indicated that they had no formal budgets.
4. High schools using a conventional type curriculum had the largest average yearly budgets amounting to \$210,425 per school.
5. The majority (61 percent) of all monies budgeted went for administrative and faculty salaries. However, only 4 percent was budgeted for faculty benefits including social security.
6. The primary source of income for all schools, and only source for many schools, was student fees such as registration and tuition. All other sources combined, including local church support, represented approximately 9 percent of the total budgets.
7. Fourteen percent of the schools participated in some type of federal program such as the federal lunch program.

Conclusions

The following conclusions and recommendations have been drawn from the operational policies, practices, information gathered in the study, and review of related literature. The rationale for the conclusions is described in the findings.

1. Many churches were able to provide facilities on the premises for a school without major changes in the normal use and functions of the buildings. Those facilities not provided for by the local church were either rented or borrowed.
2. The basic philosophy of the schools was consistent with that found in the current literature which expresses the views of the "fundamentalist evangelical movement."
3. Church of God schools were not established as a result of civil unrest demonstrated in the sixties and early seventies, but grew out of an increasing dissatisfaction with the public schools over moral and social issues which center on secular humanism, school prayer, discipline, and creationism versus evolution.
4. Faculty and staff of the schools surveyed considered their employment as an act of dedication of service to God and the church. Salaries and benefits did not appear to be major considerations for employment.

5. The schools have no uniformity of standards regarding academic qualifications, salaries, or benefits for faculty and staff.
6. The schools, for the most part, were reluctant to accept the intervention of outside authority such as an accrediting agency in the operation of their schools.
7. Students and peers were not utilized to great extent in the teacher evaluation process.
8. The larger the schools, the less dependent they were on the active involvement of the pastor of the sponsoring church in the daily operation of the schools in terms of a teaching post or administrative role.
9. The ACE curriculum has made it somewhat easier for a local church to sponsor a school in terms of initial investment and continued operational cost, especially in the high school grades where the student population is normally sparse in small Christian schools.
10. Sponsoring churches considered the schools to be an integral and inseparable part of their total ministry but expected the schools to remain financially independent.
11. Schools were reluctant to seek financial support from any agency or program which would exercise

control over the use of the monies or any portion of the school operation.

12. Definite weaknesses were apparent in the budgeting process of many schools in as much as some operated out-of-pocket without a structured budget, while others had very unrealistic budgets.

Recommendations

It is recommended that:

1. Means be explored to generate sources of income other than student fees in order to offer adequate salaries and benefits to attract long-term degreed faculty. Survey results showed that salaries and benefits for faculty members were inadequate, and many of the faculty were teaching with less than a college degree.
2. All schools should join and support the newly formed Church of God Education Association in order to help promote communication, uniformity of standards, and academic excellence in general.

While many of the schools were members of some organization, only two schools were actually accredited, and there was no apparent uniformity of standards among the remaining schools beyond those imposed by the ACE organization in some schools. Membership in such an organization could

serve to promote communication between the schools at the very least.

3. Teacher evaluations should include the participation of peers and students as part of the overall evaluation process. It would seem that by not utilizing peers and students in the teacher evaluation process, administrators are neglecting valuable sources of input regarding a teacher's abilities.
4. Schools should make proper use of the ACT and SAT tests for the benefit of graduating seniors as well as for the overall benefit of the school. Most colleges now require a minimum score on one of these tests or its equivalent for admittance, plus the composite scores of the graduating seniors can be compared with national and state norms to help schools assess the quality of their own academic programs.

Suggestions For Further Study

The following four suggestions are based on data obtained from all schools that participated in the study:

1. Are students who graduate from ACE schools as well prepared for college as those who graduate from conventional schools?

2. Does the lack of an on-premises library have any affect on student achievement?
3. Is the use of nondegreed and noncertified teachers a limiting factor to the academic progress of students?
4. Can and should a school be expected to be fiscally self-reliant?

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APPENDICES

APPENDIX A

Table 1A: Responses by School Category to Items 2 and 4 of the Faculty Questionnaire: Degree Majors

Subject Areas Majors N=339	<u>School Categories</u>					Totals
	1	2	3	4	5	
Accounting	2					2
Administration		1				1
Art	2					2
Bible	8	5		4	5	22
Biology	1	2		1		4
Business	3	5		3	1	12
Christian Ed.	12	2	1	4		19
Chemistry		1				1
Computer Science				1		1
Counseling	1					1
Drafting	1					1
Drama					1	1
Early Child.		1		1	2	4
Economics		1				1
Education	6	5		3	2	16
Elementary Ed.	15	47	2	21	28	113
Engineering				1		1
English	6	11		5	7	30
French		1				1
General Studies	1	1				2
Health	1	3			3	7
History		7			2	9
Home Economics		1		1		2
Kindergarten	1					1
Language				1		1
Learn Dis.					1	1
Library Science		1				1
Mathematics	1	5		1		7
Medical Tech.	1				1	2
Music	8	5		6	2	21
Nursing	1					1
Physical Ed.	2	5		2		9
Psychology		5		1	2	8
Religion	2	1				3
Science	2	3			1	6
Secondary Ed.	1	2		2		5
Social Services	1					1
Sociology		3		1		4
Spanish	1	2		1		4
Special Ed.	1	1			1	3
Theatre		1				1
Theology	1	1				2
Total Responses						339

Table 2A: Responses to Items 2 and 4 of the Faculty
Questionnaire: Degree Minors

Subject Areas Minors	<u>School Categories</u>					Totals N=215
	1	2	3	4	5	
Administration	1	1				2
Art	2					2
Bible	10	24	2	6	9	51
Biology	1				1	2
Business	1	5		2	1	9
Bus. Admin.				1		1
Christian Ed.	6	3		1	1	11
Chemistry				1		1
Child Psychology		1				1
Counseling	1					1
Criminal Justice				1		1
Early Childhood					1	1
Education		5		2		7
Elementary Ed.	2	7		1	3	13
English	1	5		1	6	13
French	1	1		1		3
General Studies					2	2
Health					1	1
History	3	5			5	13
Learning						
Disabilities	1	1				2
Mathematics	3	4		3	1	11
Music	6	6		1	1	12
Pastoral Studies					1	1
Physical Ed.	1	3		1		5
Philosophy	2					2
Physics		1				1
Psychology		3		4	1	8
Reading	1	1		1	1	4
Religion	5	1				6
Science	1	3		1	1	6
Secondary Ed.	1			1	1	3
Social Services		1				1
Social Studies		7				7
Sociology	1	1		1		3
Spanish	1	3				4
Special Education	1	2				3
Supervision				1		1
Grand Total						215

Table 3A: Other Activities Expected of Faculty Members

Activity	No. Of Schools
1. Chapel	4
2. Bible Class	1
3. Field Trip	4
4. Gym Supervisor	3
5. Reading Supervision	1
6. Before School Duty	2
7. Parent/Teacher	3
8. Advising	1
9. Transportation	1
10. Graduation	1
11. Fellowship Supervisor	1
12. Devotion	2
13. Sports Events	3
14. Hall Supervisor	3
15. Cleaning Classroom	3
16. Parent Orientation	1
17. After School Supervisor	1
18. Saturday School	1
19. Nap Supervision	1
20. Yard Duty	1
21. Faculty Meetings	2
Total	40

List of School Organizations

ACE	Accelerated Christian Education
AACS	Alaska Association of Christian Schools
ACSI	Association of Christian Schools International
ACS of Ill	Association of Christian Schools of Illinois
AMCS	Association of Missouri Christian Schools
CLA	Christian Law Association
CGEA	Church of God Education Association
CGACSF	Church of God Association of Christian Schools of Florida
FACSC	Florida Association of Christian Schools and Colleges
FHAA	Florida High School Activities Association
MFCS	Maryland Federation of Christian Schools
NAYC	Nashville Association for Young Children
NACE	National Association of Christian Education
OCC	Okeechobee Chamber of Commerce
PDNS	Pennsylvania Department of Non-Public Schools
SACS	Southern Association of Colleges and Schools
TAYC	Tennessee Association for Young Children
ACSV	The Association of Christian Schools of Virginia

APPENDIX B

LIST OF PARTICIPATING INSTITUTIONS BY STATE

Alabama

Mountain View Christian Academy
Mountain View Church of God
R.R. 1, Box 134
Bryant, AL 35958

Alaska

East Park Christian School
East Park Church of God
1711 South Bragaw
Anchorage, AK 99508

Ketchikan Christian Academy
and Kiddie Kollege Preschool
Ketchikan Church of God
P. O. Box 7400
Ketchikan, AK 99901

California

Calvary Temple Accelerated Christian School
and Preschool
Santa Maria Church of God
P. O. Box 1342
Santa Maria, CA 93454

Liberty Christian School
Liberty Temple Church of God
13821 Osborne Street
Arleta, CA 91331

Pathway Christian School
Pomona Church of God
1024 East Phillips
Pomona, CA 91766

Riverview Christian School
Lompoc Church of God
1000 North 7th Street
Lompoc, CA 93436

Tri-Valley School (Child Care Center)
Tri-Valley Church of God
2849 Calais
San Ramon, CA 94583

Colorado

Sonshine Academy
Aurora Church of God
12963 East 6th Place
Aurora, CO 80011

Florida

Christian Day Care and
Okeechobee Christian School
Okeechobee Church of God
301 NE Fourth Avenue
Okeechobee, FL 33472

Crystal River Christian Academy
Crystal River Church of God
Star Route 1, Box 75
Leconto, FL 32661

Dixie Village Nursery and Christian Academy
Orange Avenue Church of God
2200 South Orange Avenue
Orlando, FL 32806

Dundee Christian School and Day Care
Dundee Church of God
P. O. Box 938
Dundee, FL 33838

Harvest Temple Christian School
Harvest Temple Church of God
13301 Walsingham Road
Largo, FL 33540

Hiawassee Christian Academy and Day Care
Pine Hills Church of God
2425 Hiawassee Road
Orlando, FL 32808

Kiddie Kollege
Calvary Temple Church of God
700 Palmetto Road
New Port Richey, FL 33552

King's Kids Learning Center
and Mulberry Christian School
P. O. Box 152
Mulberry, FL 33860

Florida (cont'd)

The King's Christian Academy
Zephyrhills Church of God
2209 Highway 54 West
Zephyrhills, FL 33599

LaBelle Christian School
LaBelle Church of God
P. O. Box 554
LaBelle, FL 33935

New Life Christian Academy
Lantana Church of God
6863 South Congress Avenue
Lantana, FL 33462

Oleander Avenue Day Care Center & Kindergarten
Oleander Avenue Church of God
3212 Oleander Avenue
Fort Pierce, FL 33450

Palm Vista Christian Academy and Day Care
Palm Vista Church of God
700 South 33rd Street
Fort Pierce, FL 33450

Pathway Christian Academy and Day Care
West Lakeland Church of God
2020 West Parker Street
Lakeland, FL 33801

Pathway Christian School and
Wee Kare Day Care
Longwood Church of God
220 East Wildmere Avenue
Longwood, FL 32750

Pathway Christian School
Homestead Church of God
801 NE 11th Street
Homestead, FL 33030

Plant City Christian Day Care & Kindergarten
Forest Park Church of God
301 North Lemon Street
Plant City, FL 33566

Riverhills Christian Academy and Day Care
Riverhills Church of God
8718 - 46th Street, North
Tampa, FL 33603

Florida (cont'd)

Seminole Trinity Christian School
Sanford Church of God
801 West 22nd Street
Sanford, FL 32771

Sonrise Christian School
Sonrise Cathedral Church of God
3151 Hardin Combee Road
Lakeland, FL 33801

Southside Estates Academy
Regency Church of God
1677 Southside Boulevard
Jacksonville, FL 32216

Westwood Hills Christian Academy
and Love 'N Care Nursery
Westwood Hills Church of God
1520 NW 34th Street
Gainesville, FL 32605

Georgia

Cloud Springs Christian Academy
Westside Church of God
2101 Cloud Springs Road
Rossville, GA 30741

Cornerstone Christian Academy
Stone Mountain Church of God
4102 Highway 78
Lilburn, GA 30247

Mount Paran Christian Learning Center
Mount Paran Church of God
2055 Mount Paran Road, NW
Atlanta, GA 30327

Pathway Christian School
Dalton Church of God
386 Bethel Church Road, NE
Dalton, GA 30720

Pathway Day School and
DeRenne Avenue Day Care
DeRenne Avenue Church of God
2208 East DeRenne Avenue
Savannah, GA 31406

Indiana

Hansel and Gretal Day Care
and Kindergarten Center
Glen Park Church of God
643 West 41st Avenue
Gary, IN 46408

Noblesville Christian Academy
Noblesville Church of God
13th and Christian
Noblesville, IN 46060

Illinois

Faith Christian Academy
Round Lake Beach Church of God
12-2 Cedar Lake Road
Round Lake Beach, IL 60073

South Aurora Christian Academy
South Aurora Church of God
1353 Hinman Street
Aurora, IL 60538

Kentucky

Lynch Christian Academy
Lynch Church of God
P. O. Box 745
Lynch, KY 40855

Louisiana

Cornerstone Academy and Day Care
Villa Del Rey Church of God
1433 Sharp Lane
Baton Rouge, LA 70815

Friendswood Christian Academy
and Child Care Center
3589 Friendswood Drive
Houma, LA 70360

Maine

Belfast Christian Academy
Faith Temple Church of God
Lincolnville Avenue
Belfast, ME 04915

Unionville Christian School
Route 1
Cherryfield, ME 04622

Windham Christian Academy
Route 2
Windham, ME

Maryland

Crisfield Christian Academy
Crisfield Church of God
134 Maryland Avenue
Crisfield, MD 21817

Evangel Christian Academy
Evangel Temple Church of God
300 Middle River Road
Baltimore, MD 21220

Kiddie Kollege and Lighthouse Academy
Easton Church of God
P. O. Box 320
Easton, MD 21601

National Christian Academy
National Church of God
6700 Bock Road
Ft. Washington, MD 20744

Waldorf Christian Academy
Waldorf Church of God
P. O. Box 926
Waldorf, MD 20601

Michigan

Lawndale Christian Academy and Pre-School
Lawndale Church of God
15340 Southfield Road
Detroit, MI 48223

Michigan (cont'd)

Church of God Learning Center
White Cloud Church of God
1621 South Evergreen Drive
White Cloud, MI 49349

Taylor Christian Academy
Taylor Church of God
12550 Pardee Road
Taylor, MI 48180

Temple Christian Academy
Faith Temple Church of God
1529 East Twelve Mile Road
Madison Heights, MI 48071

Temple Kiddie Kare and
Temple Christian School
Evangel Temple Church of God
14205 Twelve Mile Road
Warren, MI 48093

Missouri

Spencer Creek Christian Academy and Day Care
Spencer Creek Church of God
2300 Willott Road
St. Peters, MO 63376

New Hampshire

Maranatha Christian Academy
Manchester Church of God
230 Mooresville Road
Manchester, NH 03103

New York

Massapequa Christian Academy
Massapequa Church of God
890 Hicksville Road
North Massapequa, NY 11758

North Carolina

Faith Christian School
Spruce Pine Church of God
Route 2, Box 604
Spruce Pine, NC 28777

Guardian Christian Academy
Bessemer City Church of God
701 Gastonia Highway
Bessemer City, NC 28016

Paw Creek Christian Academy
Paw Creek Church of God
1209 Little Rock Road
Charlotte, NC 28214

South Gastonia Christian School
South Gastonia Church of God
308 Carolina Avenue
Gastonia, NC 28052

- . White Oak Academy
White Oak Church of God
Route 5, Box 704
Newport, NC 28570

Ohio

Eastview Christian School
Eastview Church of God
5289 Burkhardt Road
Dayton, OH 45431

Mentor Heritage Christian Academy
Heritage Child Care Learning Center
Mentor Church of God
7599 South Center Street
Mentor, OH 44060

New Life Christian Academy
Sandusky Church of God
1018 West Bogart Road
Sandusky, OH 44870

Reynoldsburg Christian Academy
Rose Hill Road Church of God
1001 Rose Hill Road
Reynoldsburg, OH 43068

Ohio (cont'd)

Ridgecrest Christian School
6342 Hamilton-Middletown Road
Middletown, OH 45042

Oklahoma

Rogers Lane Day Care and Christian School
Rogers Lane Church of God
800 Rogers Lane
Lawton, OK 73501

Pennsylvania

Everett Christian Academy
Everett Church of God
Route 1, Box 96
Everett, PA 15537

Heritage Christian Academy
302 East 38th Street
Erie, PA 16510

Victory Christian Academy
Tenth Street Church of God
1228 North 10th Street
Reading, PA 19604

South Carolina

West Anderson Child Care Center and Kindergarten
West Anderson Church of God
101 Rogers Street
Anderson, SC 29621

South Dakota

Prairie Bible Academy
Prairie Bible Church of God
Box 34
Union Center, SD 57787

Tennessee

Algood Christian Academy
Algood Church of God
106 Thompson Drive
Algood, TN 38501

Lee Highway Christian Academy
Lee Highway Church of God
7120 Lee Highway
Chattanooga, TN 37421

Wondercare Child Care Center
Broadmoor Church of God
215 Broadmoor Avenue
Nashville, TN 37072

Texas

Church of God Christian School
West Little York Church of God
11035 West Little York
Houston, TX 77041

The King's Hill Christian Academy
The King's Hill Church of God
4400 Poly Freeway
Ft. Worth, TX 76119

Utah

Dayspring Christian School
Mountain Valley Church of God
789 - 2nd Street
Ogden, UT 84404

Vermont

Cooperative Christian Academy
Newport Church of God
Box 39
Coventry, VT 05825

Virginia

Azalea Garden Christian School
Azalea Garden Church of God
5160 Beamon Road
Norfolk, VA 23513

Denbigh Christian Academy
Denbigh Church of God
1233 Shields Road
Newport News, VA 23602

Friendship Christian Academy
Manassas Church of God
8900 Portner Avenue
Manassas, VA 22110

Kindergarten and Day Care Center
South Hopewell Church of God
23rd and Bluefield Avenue
Hopewell, VA 23860

Meadowood Christian School
Meadowood Church of God
325 Azalea Avenue
Richmond, VA 23227

Parkview Christian Academy
Parkview Church of God
Drawer B, Parkview Station
Newport News, VA 23605

Stafford Christian Academy
Stafford Church of God
Route 610
Stafford, VA 22554

Valley Child Care and
Solid Rock Christian School
Solid Rock Church of God
Route 6, Box 7
Harrisonburg, VA 22801

Washington

Joyland Day Care and
Christian Kindergarten
Evangel Temple Church of God
6820 Capitol Boulevard
Tumwater, WA 98501

West Virginia

Beckley Pentecostal Academy
Beckley Church of God
Beckley, WV 25801

Bethel Academy
Peterstown Church of God
Peterstown, WV 24963

Mountain View Christian School
Oak Hill Church of God
Oak Hill, WV 25901

Smithers Christian Academy and Day Care
Smithers Church of God
Box 575
Smithers, WV 25186

Wisconsin

Peacemakers Academy
Church of God
223 Paradise Drive
West Bend, WI 53095

Phillips Christian Academy
Full Gospel Lighthouse
R. R. Lugen
Phillips, WI 54555

The value of Christian schools and their rapid growth in the Church of God have greatly increased our interest in this phase of the church's ministry. This requires us to learn more about what is happening. We would like very much for you to be a part of this sharing.

We realize that the enclosed questionnaire is somewhat lengthy and will require quite a bit of your valuable time. However, the information which you can provide is vital to the success of the study. Your participation in this project will provide the information so badly needed for the proper development of our church schools.

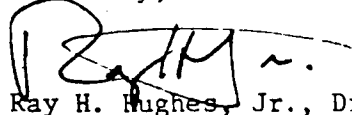
All information collected will be kept confidential. No names or other identification of schools and individuals responding to the questionnaire will be released in the final report.

Each school administrator participating in this study will receive a summary of this study.

Because we are operating within a prescribed framework of time, we are requesting that the form be completed by May 15, 1984, and returned to us in the enclosed self-addressed, postage-paid envelope.

Thank you in advance for your assistance with this research effort. We sincerely believe the information gathered will be of enormous benefit to all persons involved with the Church of God schools.

Sincerely,



Ray H. Hughes, Jr., Director
Continuing Education Program



Dr. Robert Fisher, Director
Department of General Education

June 13, 1984

Several weeks ago a questionnaire was sent to you concerning Church of God Schools K-12. We would like very much for your school to be a part of this study.

We urge you to please take the time to complete the questionnaire and return it before the end of June.

Your cooperation is greatly appreciated.

Sincerely,

Ray H. Hughes, Jr.
Director

RHH:cas

APPENDIX C

QUESTIONNAIRE
Church of God Christian Schools

Name of School _____ Phone () _____

School Address _____

City	State	Zip Code
------	-------	----------

Name of Local Sponsoring Church

Pastor's Name _____

Principal or Chief Administrator

Highest Degree of Principal or Chief Administrator _____

Date school was established

ENROLLMENT

CONVENTIONAL SCHOOLS

Enrollment: K _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____
8 _____ 9 _____ 10 _____ 11 _____ 12 _____

Total Enrollment:

ACE SCHOOLS

Example:

Learning Center	
Enrollment	Grades Included
1. 10	K-3

ACE Enrollment continued:

Learning Center Enrollment	Grades Included
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Total Enrollment _____

THE NEXT SEVEN QUESTIONS APPLY TO SCHOOLS OFFERING HIGH SCHOOL DIPLOMAS.
IF YOUR SCHOOL DOES NOT, ENTER N/A (NOT APPLICABLE) IN EACH ANSWER SPACE
PROVIDED:

- _____ 1. Give the date of the first high school graduating class.
- _____ 2. How many students have graduated since the school was established?
- _____ 3. How many graduates have entered college since the school was established?
- _____ 4. How many students do you expect to graduate in the spring of 1984?
- _____ 5. What is the average length of time all graduates attended your school?

_____ 6. How many of the anticipated spring 1984 graduates are expected to enter college in the fall 1984?

7. What is the average composite ACT or SAT scores for all graduating seniors of the 1982-83 class?

_____ ACT

_____ SAT

_____ Other (Test: _____)

_____ Students do not take ACT or SAT

FACILITIES

INDICATE THE NUMBER OF EACH OF THE FOLLOWING ITEMS PROVIDED BY YOUR SCHOOL (WHETHER OWNED, RENTED OR BORROWED):

	Number		Number
1. a. Classroom/Learning Center	_____	i. Cafeteria	_____
b. Science Laboratories	_____	j. Kitchen	_____
*c. Library (See below)	_____	k. Playground/Ball Field	_____
d. Music Studios/Band Room	_____	l. Buses	_____
e. Gymnasium	_____	m. Other _____	_____
f. Offices	_____	n. _____	_____
g. Chapel/Auditorium	_____	o. _____	_____
h. Faculty Lounge	_____	p. _____	_____

*If you have a library, how many volumes are available to the students?

Number of volumes _____

2. Are all facilities checked in item one above located on the local church property?

a. Yes () b. No ()

3. If your answer is No to item 2 above, please circle the appropriate responses relating to items listed in question one.

a. Facilities are borrowed:

a b c d e f g h i j k l m n o p

b. Facilities are rented:

a b c d e f g h i j k l m n o p

c. Other (explain) _____

4. What new facilities are currently under construction? Circle appropriate responses.

a b c d e f g h i j k l m n o p

5. What new facilities are planned for construction in the next 3 years?
Circle appropriate responses.

a b c d e f g h i j k l m n o p

6. Which of the facilities listed in item 1 are shared with the local church? Circle appropriate responses.

a b c d e f g h i j k l m n o p

7. Is there a formal or written agreement between the sponsoring church and the school concerning the use of the church property?

a. Yes () b. No ()

If your answer is Yes to item 7 above, please attach a copy of the agreement to this questionnaire.

FACULTY

1. Give totals for the following where appropriate:

<u>Category</u>	<u>Number of Full-time</u>	<u>Number of Part-time</u>
a. Monitors	_____	_____
b. Teachers	_____	_____
c. Supervisors	_____	_____
d. Teacher aides	_____	_____
e. Other _____	_____	_____

GENERAL INSTRUCTIONS FOR THE FOLLOWING SECTION:

IF YOUR SCHOOL IS CONVENTIONAL, ANSWER ITEMS 2 AND 3. IF YOUR SCHOOL USES THE ACE OR SIMILAR CURRICULUM, SKIP ITEMS 2 AND 3 AND GO DIRECTLY TO ITEM 4. ASSIGN EACH TEACHER A NUMBER. USE THIS NUMBER WHEN REFERRING TO A PARTICULAR TEACHER. DO NOT GIVE THE TEACHER'S NAME.

INSTRUCTIONS FOR ITEMS 2 AND 3 (TO BE ANSWERED BY CONVENTIONAL SCHOOLS ONLY):

FILL IN THE BLANKS PROVIDED FOR EACH TEACHER LISTED.

Example:

Teacher	Yrs. of Experience	Highest Degree	Major	Minor	Titles of Teaching Area*	Grades Taught	Months of Contract	% of Full-time	Annual Salary	Housing Allowance (annual cash value)
1.	3	B.A.	Scn.	Health	Science Health P.E.	9-12	10	100	12,000	3,600

*A list of some possible teaching area groupings is provided on page 23 of this questionnaire. These are suggested groupings only. You may use other groupings if you wish.

2.

FACULTY INFORMATION CHART
(Conventional Schools)

Teacher	Yrs. of Experience	Highest Degree	Major	Minor	Titles of Teaching Area	Grades Taught	Months of Contract	% of Full-time	Annual Salary	Housing Allowance (annual cash value)
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										

(If additional space is needed, continue on reverse side.)

3. Fringe Benefits:

CHECK EACH OF THE FOLLOWING ITEMS WHICH ARE PROVIDED FOR EACH TEACHER LISTED ON THE PREVIOUS PAGE:

FACULTY FRINGE BENEFITS CHART
(Conventional Schools)

Example:

Teacher	Health Insurance	Life Insurance	Social Security	Retirement	Workmen's Compensation	Unemployment Insurance	Disability Insurance	Other
1.	✓		✓	✓	✓			

1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								

INSTRUCTIONS FOR ITEMS 4 AND 5 (TO BE ANSWERED BY ACE SCHOOLS ONLY).

FILL IN THE BLANKS PROVIDED FOR EACH TEACHER, MONITOR, OR LEARNING CENTER SUPERVISOR LISTED. REMEMBER TO LIST PERSONS ONLY BY THE NUMBER YOU HAVE ASSIGNED THEM.

Special Note: For the remainder of the questionnaire the word "faculty" will be used to refer to monitors and supervisors as well as teachers because of the widespread use of these titles in ACE schools to describe faculty members.

Example:

	Teacher	Monitor	Supervisor	Yrs. of Experience	Highest Degree	Major	Minor	Type of Learning Ctr. Supervised (grade level)	Months of Contract	% of Full-time	Annual Salary	Housing Allowance (annual cash value)
1.			✓	2	B.A.	Bible	Psych.	K-3	10	100	12,000	3,600

5. Fringe Benefits:

CHECK EACH OF THE FOLLOWING ITEMS FOR EACH PERSON LISTED IN 4 ON THE PREVIOUS PAGE:

ACE FACULTY BENEFITS CHART

Example:	1.		Monitor
			Teacher
	✓		Supervisor
	✓		Health Insurance
			Life Insurance
	✓		Social Security
	✓		Retirement
	✓		Workmen's Compensation
			Unemployment Insurance
			Disability Insurance
			Other

[illegible]

ALL SCHOOLS SHOULD ANSWER ALL REMAINING QUESTIONS. (Circle or check the appropriate responses.)

6. On the average, how many hours of professional duties are performed by each of the following full-time faculty members each day?
- a. Monitors 1 2 3 4 5 6 7 8 9 10 Other _____
- b. Teachers 1 2 3 4 5 6 7 8 9 10 Other _____
- c. Supervisors 1 2 3 4 5 6 7 8 9 10 Other _____
7. How long do class periods or learning centers continue before a break is allowed? (Give answer in hours.)
- 1 2 3 4 Other _____
8. How many hours per school day are set aside for each faculty member for free periods?
- a. Monitors 0 1 2 3 Other _____ (hours)
- b. Teachers 0 1 2 3 Other _____ (hours)
- c. Supervisors 0 1 2 3 Other _____ (hours)
9. What related activities are expected of faculty members?
- | | | | |
|---------------------------|-----|-------------------|-----|
| a. Bus duty | () | g. Class sponsor | () |
| b. Study hall supervision | () | h. Detention duty | () |
| c. Lunchroom supervision | () | i. Other _____ | () |
| d. Chaperoning | () | j. _____ | () |
| e. Playground duty | () | k. _____ | () |
| f. Club sponsor | () | l. _____ | () |
10. The approximate number of hours per week each faculty member is expected to participate in activities listed in item 9 above.
- a. Monitors 1 2 3 4 5 6 7 8 9 10 11 12 Other _____
- b. Teachers 1 2 3 4 5 6 7 8 9 10 11 12 Other _____
- c. Supervisors 1 2 3 4 5 6 7 8 9 10 11 12 Other _____
11. Are faculty members formally evaluated on a regular basis?
- a. Yes () b. No ()

12. If you answer Yes to item 11 on the previous page, how often are they evaluated?

a. Once a year () b. Twice a year () c. Other _____

13. By whom are faculty members evaluated? (Check all that apply.)

a. Chief officer	()	e. Students	()
b. Principal	()	f. Professional organization	()
c. Pastor	()	g. _____	()
d. Peers	()		

14. How are faculty members evaluated?

a. Observed in classroom	()	c. Lesson Plans analysis	()
b. Interviewed	()	d. _____	()

15. How often are faculty meetings held?

a. Weekly () b. Biweekly () c. Monthly () d. Other _____

16. By whom is the salary of the faculty paid?

a. School () b. Church () c. Percent paid by both ()

STAFF

1. What is the involvement of the pastor of the sponsoring church with the school?
 - a. Principal ()
 - b. Advisor/counselor ()
 - c. Board chairman ()
 - d. Faculty member ()
 - e. Other _____ ()
 - f. No direct involvement ()

2. Is there a school board which has the responsibility for governing the school?
 - a. Yes ()
 - b. No ()

3. If you answered Yes to question 2, what is the composition of the school board? Check one.
 - a. Church council serves as school board. ()
 - b. Board appointed by church council. ()
 - c. Board elected by church congregation. ()
 - d. Other _____ ()

4. Indicate in the blank beside each position the number of staff persons employed by the school in each category plus their annual salary. If more than one person is listed, give the average salary. (List only those persons not already listed under the faculty section of this questionnaire.)

Position	Number of Full-time	Number of Part-time	Ann. Salary Full-time	Ann. Salary Part-time
a. Principal				
b. Administrative staff (other than principal)				
c. Librarian				
d. Guidance counselor				
e. Secretary				
f. Maintenance/ Custodian				
g. Athletic Director/ Coach				
h. Other _____				
i. Other _____				

5. Which of the staff persons listed on the previous page are shared jointly with the local sponsoring church? Check all appropriate answers.

- | | | | |
|---|-----|----------------------------|-----|
| a. Principal | () | e. Secretary | () |
| b. Administrative staff
(other than principal) | () | f. Maintenance/Custodian | () |
| c. Librarian | () | g. Athletic Director/Coach | () |
| d. Guidance counselor | () | h. Other _____ | () |
| | | i. Other _____ | () |

6. Indicate by placing a check in the appropriate categories, the fringe benefits available to staff persons.

STAFF FRINGE BENEFITS CHART

	Position	Health Insurance	Life Insurance	Social Security	Retirement	Workmen's Compensation	Unemployment Insurance	Disability Insurance	Other
a.	Principal								
b.	Administrative staff (other than principal)								
c.	Librarian								
d.	Guidance Counselor								
e.	Secretary								
f.	Maintenance/Custodian								
g.	Athletic Director/Coach								
h.	Other _____								
i.	Other _____								

CURRICULUM

INDICATE THE CURRICULA USED BY YOUR SCHOOL AT EACH GRADE LEVEL BY PLACING THE APPROPRIATE LETTER OF THE ALPHABET IN THE BLANK PROVIDED.

Curricula: A - ACE; B - Alpha-Omega; C - A-Beka; D - Conventional;
E - Other

Grade Levels: K _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____

INSTRUCTIONS FOR QUESTIONS 1-5: CIRCLE THE ONE BEST ANSWER ON THE SCALE OF 1 THROUGH 5. ONE REPRESENTS THE MOST FAVORABLE RESPONSE AND FIVE REPRESENTS THE MOST UNFAVORABLE.

Scale

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Very Good	Good	Fair	Poor	Very Poor

- | | <u>Scale</u> | | | | |
|---|--------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1. How do you rate the curriculum used by your school? | | | | | |
| 2. How do you rate the student response to the curriculum? | | | | | |
| 3. How do you rate the curriculum in your school compared with the public school curriculum in your area? | | | | | |
| 4. How do your students rank on college-bound tests such as the ACT or SAT? | | | | | |
| 5. What is the overall reaction of the parents of children in your school to the curriculum? | | | | | |
| 6. Do you have an ongoing program for curriculum evaluation? | | | | | |
| A. Yes () b. No () | | | | | |
| 7. Does your curriculum meet the state department of education guidelines (i.e. subject matter and credits) for high school graduation? | | | | | |
| a. Yes () b. No () | | | | | |
| 8. Does your state require approval and/or licensing to operate? | | | | | |
| a. Yes () b. No () | | | | | |

9. Do you feel that the plan of the Church of God Education Association to develop and monitor a voluntary program for approval/certification and accreditation of member institutions is well conceived?

a. Yes () b. No () c. Not certain ()

10. Circle the grade(s) in which the following subjects are taught in your school:

<u>Subjects</u>		<u>Grades</u>												
a.	Art	K	1	2	3	4	5	6	7	8	9	10	11	12
b.	Bible	K	1	2	3	4	5	6	7	8	9	10	11	12
c.	Business	K	1	2	3	4	5	6	7	8	9	10	11	12
d.	Computer Science	K	1	2	3	4	5	6	7	8	9	10	11	12
e.	English Language	K	1	2	3	4	5	6	7	8	9	10	11	12
f.	Foreign Language	K	1	2	3	4	5	6	7	8	9	10	11	12
g.	Health	K	1	2	3	4	5	6	7	8	9	10	11	12
h.	Literature	K	1	2	3	4	5	6	7	8	9	10	11	12
i.	Mathematics	K	1	2	3	4	5	6	7	8	9	10	11	12
j.	Music	K	1	2	3	4	5	6	7	8	9	10	11	12
k.	Physical Education	K	1	2	3	4	5	6	7	8	9	10	11	12
l.	Reading	K	1	2	3	4	5	6	7	8	9	10	11	12
m.	Science	K	1	2	3	4	5	6	7	8	9	10	11	12
n.	Social Studies	K	1	2	3	4	5	6	7	8	9	10	11	12
o.	Vocational	K	1	2	3	4	5	6	7	8	9	10	11	12
p.	Gifted Programs	K	1	2	3	4	5	6	7	8	9	10	11	12
q.	Handicapped Programs	K	1	2	3	4	5	6	7	8	9	10	11	12
r.	Remedial Programs	K	1	2	3	4	5	6	7	8	9	10	11	12

11. Check below the intramural sports in which your students compete.

a. Basketball () d. Softball () e. No intramural program ()
 b. Football () e. Volleyball ()
 c. Soccer () f. Other _____ ()

12. Does your school compete in interschool sports?

a. Yes () b. No ()

13. If you answered Yes to question 13, check each sport in which you compete:

a. Baseball	()	e. Volleyball	()
b. Basketball	()	f. Softball	()
c. Football	()	g. Other _____	()
d. Soccer	()	h. Other _____	()

14. Check the following music classes or programs offered by your school:

a. Elementary Choir	()	f. Piano	()
b. High School Choir	()	g. Instrumental Lessons/ Instruction	()
c. Elementary Band	()	h. Other _____	()
d. High School Band	()	i. Other _____	()
e. Voice Instruction	()		

15. List below the organizations and associations to which your school belongs. Example: Association of Christian Schools International.

16. Indicate in the blank provided by each grade level the number of hours per week each student is required to participate in physical education.

K _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____

10 _____ 11 _____ 12 _____

FINANCES

1. Budget Expenditures

- a. What is the total dollar amount of the school budget for the 1983-84 school year?

\$ _____

INSTRUCTIONS FOR QUESTIONS b-h:

CIRCLE THE PERCENTAGE THAT BEST DESCRIBES HOW YOUR BUDGET IS ALLOCATED.

- b. The percentage of the total budget which is used for administrative salaries, such as principal, assistant principal, etc. (including benefits for other than faculty members).

5% 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80
85 90 95 100

- c. The percentage for staff such as secretaries, office workers, and paraprofessional salaries and benefits (other than the principal and the faculty members).

5% 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80
85 90 95 100

- d. The percentage for faculty members' salaries.

5% 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80
85 90 95 100

- e. The percentage for all faculty members' benefits.

5% 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80
85 90 95 100

- f. The percentage for the school plant operation, such as utilities, maintenance supplies, office equipment, etc. (excluding salaries).

5% 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80
85 90 95 100

- g. The percentage for instructional equipment such as computers, overhead projectors, etc.

5% 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80
85 90 95 100

- h. The percentage for instructional supplies and materials (including textbooks and library books).

5% 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80
85 90 95 100

2. Budget Resources

- \$ _____ a. What is the total amount of the registration fee per student annually?
- \$ _____ b. What is the total amount of annual tuition charged per student (on the average, disregarding special discount)?
- \$ _____ c. What is the approximate annual cost to each student for curriculum materials not supplied by the school (such as books and required supplies)?
- _____ % d. What percentage of the total budget income is provided by registration fees?
- _____ % e. What percentage of the total budget income is provided by tuition aid alone?
- _____ % f. What percentage of the budget does the local church provide?
- _____ % g. What percentage of the budget must be raised through private personal donations (other than the local church support)?
- _____ % h. What percentage of the budget is supplied through private foundations and grants?

i. Does your school participate in any of the following federal programs?

a. Textbook assistance () b. Federal lunch program ()

c. Other _____ ()

SUGGESTED GROUPINGS FOR SUBJECTS TAUGHT IN CONVENTIONAL SCHOOLS

(See note at bottom of page 6 of this questionnaire.)

Bible
Business
Computer Science
Language & Literature
Math & Science
Music & Art
Physical Education & Health
Reading
Social Studies
Vocational

INTERVIEW QUESTIONS

1. Why was the school established?
2. What is the basic philosophy and purpose of the school?
3. Who is involved in curriculum decision-making?
4. Is there periodic evaluation of staff and curriculum? If so, how often and by whom? Does it include self, peer, and administrative evaluation?
5. What does the school have to offer that the public school cannot offer?
6. What is the admissions policy?
7. Does the school have a written policy manual for students, faculty and staff?
8. Is there a plan for faculty and support staff development?
9. To what local, state, and national organizations does the school belong?
10. Is the school governed by a board? If so, what is the makeup of the board?
11. What percent of graduates attend college?
12. How is student discipline maintained - are there guidelines for teachers governing corporal punishment and dress code?
13. How much is tuition? Are textbooks and materials included in the tuition price?
14. What means of support other than tuition are available to the school?
15. Are your current facilities adequate to meet your needs? If not, what plans have been made for future facility development?
16. How do your students fare on national achievement tests, such as the ACT, SAT, or other tests?
17. Do you see a bright future for continued growth and development of the school?

VITA

Ray Harrison Hughes, Jr., was born in Chattanooga, Tennessee, on December 12, 1945. His parents moved often and he attended eight schools scattered among five cities in two states before completing his secondary education at Lee Academy in Cleveland, Tennessee, in 1964. He then attended Lee College for his freshman year and entered the University of Tennessee, Knoxville, in the summer of 1965 and earned the bachelor of science in education. The master of science was awarded in the summer of 1970 from the same institution.

While working on his master of science degree, he served as a science laboratory instructor at Lee College in Cleveland, Tennessee. Upon completion of his master's degree he accepted a position with the Lee College Science Department as an instructor in biology where he served until 1973.

He then decided to take a break from education to pursue interest in private business. In January 1976 he returned to education by again accepting a position with Lee College where he now serves as Director of Continuing Education.

In January 1979, he entered the Graduate School of the University of Tennessee, Knoxville, on a part-time basis, later attending full-time in the winter of 1982. He received the doctor of education degree with a major in curriculum and instruction in December 1985.

He is married to the former Kathy Smith of Fairborn, Ohio. They have two sons: Joseph Harrison and Ray (Doc) Harrison III.