

School Improvement Plan Report

Name of School: Prattville Christian Academy

Address: 322 Old Farm Lane, North
Prattville, Alabama 36066

Phone: 334-285-0077

Director: Ron Mitchell

School Improvement Team Chairs and Co-Chairs:

Deborah Kicker/Staff
Teacher

Rachael Heartsill/History

Lisa Missildine/English Teacher
Teacher

Angela Cantrell/Fifth Grade

Lora Zahnd/Fourth Grade Teacher
Counselor

Jendia Grissett/Guidance

Marilyn Greer/Academic Director

Vikki Hunt/Office Director

Amy Jolley/Fourth Grade Teacher

Erin Bowman/Spanish Teacher

Report Date(s): Not Available
Report

School Improvement Plan

(Parts 1-5)

School Improvement Plan
List of Committees
(04-05)

Step 1: Development of Student/Community Profile

Chair: Deborah Kicker (Faculty/Staff)

Co-Chair: Rachael Heartsill (Faculty/Staff)

Faculty Members:

- Debbie Tarpley
- Dawn Ash
- Chrystal Strickland
- Denise Kinsfather
- Joyce Spear

Parent Member:

- Rusty Adair

Student Members:

- Christa Chance
- Beth Cooper

Community Member:

- Keith Cantrell

Step 2: Formulation of Beliefs and Re-examination of PCA's Mission Statement

Chair: Lisa Missildine (Faculty/Staff)

Co-Chair: Angela Cantrell (Faculty/Staff)

Faculty Members:

- Amy Newsom
- Karen Popwell
- Diana Moore
- Kimberly Hardy
- Patty Benson
- Lisa Taylor

Parent Member:

- Mary King

Student Members:

- Brittney Young

Community Member:

- Vernon Taylor

School Improvement Plan
List of Committees (04-05):

Step 3: Identification of Desired Results for Student Learning

Chair: Lora Zahnd (Faculty/Staff)

Co-Chair: Jendia Grissett (Faculty/Staff)

Faculty Members:

- Neal Parker
- Shirley Powell
- MeLydia Little
- Mark Bowers
- Linda McRay

Parent Member:

- Ellen Hamilton

Student Members:

- Melissa Carlisle

Community Member:

- Ellen Hamilton

Step 4: Analysis of Instructional and Organizational Effectiveness

Chair: Marilyn Greer (Faculty/Staff)

Co-Chair: Vikki Hunt (Faculty/Staff)

Faculty Members:

- Teresa Stacy
- Lori Roberson
- Jason Roberson
- Katie Mosley
- Marjorie Allen

Parent Member:

- Karen Phillips

Student Members:

- Caitlin Rogers

Community Member:

- Karen Phillips

School Improvement Plan
List of Committees (04-05):

Step 5: Development of the School Improvement Plan

Chair: Amy Jolley (Faculty/Staff)

Co-Chair: Erin Bowman (Faculty/Staff)

Faculty Members:

- Jenni Tindall
- Shannon Moore
- Julie Knapp
- Jan Ellis

Parent Member:

- Kristi Rogers

Student Members:

- Kaitlyn Morgan
- Chase Montgomery

Community Member:

- Don Greer

Table of Contents

- Part 1: Student/Community Profile
- Part 2: Beliefs and Missions Statement
- Part 3: Desired Results for Student Learning
- Part 4: Analysis of Instructional and Organizational Effectiveness
- Part 5: School Improvement Plan

Part 1: Profile

A. Executive Summary

Introduction:

In this section of our school improvement plan an overview of student performance data, student and community demographic data, school characteristics, and stakeholder perspectives on the quality of education is provided in Section A. A summary of the major sets of data within each of these categories is outlined in Section B (Tables 1-4 and Figures 1A – 2).

The student performance data collected for the Profile is summarized in Tables 1.1, 1.2, and 1.3. In the tables a summary of students' performance on national, local (AISA), and school level assessments is provided.

National Measures:

The national student performance data collected includes SAT, ACT, EXPLORE, ACT PLAN, PSAT and the Stanford Achievement Test. The 2004-2005 school year was the first year that most of these tests were given to PCA students. As a result, we cannot determine a pattern for most of these test results. National and limited local comparisons were available.

Students overall performance on the PSAT placed our eleventh graders at or below the national average. The subject area at which the students performed the highest was writing at 53%. The subject area at which the students performed the lowest was math at 44%. This test evaluates reading, writing, and math.

Students overall performance on the EXPLORER placed our eighth graders above the national standards. The subject area at which the students performed the highest was math at 74%. All other subject areas ranked 71 to 72%. This test evaluates students in English, math, reading and science.

Students overall performance on the PLAN placed our tenth graders above the national average. The subject area at which the students performed the highest was English at 71%. The subject area at which the students

performed the lowest was math at 61%. This test evaluates students in reading, math, and science.

Students overall performance on the ACT placed our 2004-2005 twelfth graders one point below the national average of 21. This is an increase from last year's average score of 17.

School Level Assessment:

Student's school performance was grouped into four categories: first through third, fourth through sixth, seventh through ninth, and tenth through twelfth. The percentage given is the percentage of students who scored above PCA's standard of 73% in the subject areas of math, history, English, and science.

For the school year 2004 – 2005 the following break down shows student averages in core curriculum classes:

First through Third Grade - 100% of these students scored above the standard of 73 % in all subjects. This is consistent with previous year's scores.

Fourth through Sixth Grade - 100% of these students scored above the standard of 73% in the subject areas of history and English. In the subject areas of math and science, 97% scored above the 73% standard. This is consistent with previous year's scores.

Seventh through Ninth Grade - 100% of these students scored above the standard of 73% in the subject area of science. 95% of the students scored above the standard in history, 89% in English and 81% in of math. There has been a decrease in the percentage of students meeting the standard in the subject areas of math, English and history over the last three years.

Tenth through Twelve Grade - 100% of these students scored above the standard of 73% in the subject areas of history and science. In the subject area of English, 92% of the students scored above the standard. The lowest percentage scoring above the standard is in the subject area of math. There has been a decrease in the number of students meeting the standard in the subject area English. Math scores

improved from 72% meeting standards in previous to 89% meeting standards in the current year.

The disaggregation of the results of Student Performance showed a difference between the males and females in the area of math and science by students in the fourth through sixth grades. Three percent more males met the standard than did females in the area of math and four percent more in the science. In grades seven through nine females scored significantly higher in the areas of math, history, and English. In science males scored slightly higher than did the females. In grades ten through twelve, 19% more females, met math standards than males. In the areas of history, English and science, there was little difference between male and female performance.

Stanford Achievement Test:

Table 1.3 shows P.C.A.'s performance on the SAT compared with the National Average (50th Percentile) as well as the performance of the AISA scores for the years 2001 through 2004. Second, fifth, seventh, and ninth grade scores were compared to give us range of performance. In all years charted, all grades ranked 14% , or higher above national average. In comparison to AISA scores, P.C.A. scores have shown a gradual increase to at or above the 50% mark. Scores increased over the past three in all grades charted except the ninth grade which showed a 9% decrease. In comparing the scores for the three years, it is necessary to note that a change from SAT-9 to SAT-10 was made in the 2003-2004 school year.

National Comparison Summary:

- Second grade showed an overall increase in all subject areas over the last three years.
- Fifth grade showed a 20% increase from 2002 scores to 2003 scores and then a slight drop in the 2004 scores in all subject areas.
- Seventh grade also experienced a large increase from 2002 to 2003 in math and a slight increase in other areas. In 2004 reading scores dropped slightly but remained above the national standard.
- Ninth grade has seen a gradual decline in language scores since 2002. Math and reading scores show a decrease from 2003 to 2004.

Local Comparison Summary:

- Second grade averages have risen in all subject areas to well above the local average.
- Fifth grade averages rose sharply in 2003 and resumed original scores in 2004. Language and math averages stayed above the 50 percentile.
- Seventh grade averages have shown a rise over the past three years in all subject areas with the exception of reading.
- Ninth grade language averages have made a gradual decline to below the local average. Reading rose above the local average in 2003 and then dropped down again in 2004. Math also rose in 2003 only to drop again in 2004.

Additional Student Performance Indicators:

The profile data outlined in Table 2 provides a report on the graduation rate, dropout rate, enrollment rate in the core curriculum, and post-graduation plans of graduates. Due to the fact that 2004 was the first year for Prattville Christian Academy to graduate a senior class, the student performance indicators are limited to the data of that class alone and provide no trend data. However, they serve as a benchmark.

For the Class of 2004, there was a 100 percent graduation rate and no dropout rate. The percentage of 2004 graduates enrolled in the core curriculum was 100 percent, and this rate is anticipated to continue for the Academic Year 2004-2005. The post-graduation plans for the first graduating class were significant in that enrollment in 4-year colleges/universities was 67 percent compared to the national average of approximately 57 percent (data based on the National Center for Higher Education Management Systems). To clarify the figures in Table 2, the percentage of students entering the workforce on a full-time basis was 17 percent with 17 percent of the graduates undecided.

2. Student and Community Demographic Data.

The enrollment of Prattville Christian Academy is currently at 305, an increase of 34.6% from three years ago. There was also an increase in the percentage of racial ethnic groups in the student population. For example, the percentage of African-American students has increased from 2.2% in 2001 to 5.3% in 2004. There was a small increase of students with limited English proficiency, 0% in 2001 to 3% in 2004. Prattville Christian Academy has a relatively low percentage of families whose income falls in the low range. (With the low range being set at \$0 to \$20,000.) The mobility rate of students moving in and out of Prattville Christian Academy has fluctuated from 41% to 27%. The mobility of students increased in 2001 due to the opening of a new private school in the community. Another factor in our mobility rate is the number of students with military parents. The percentage of our families with a single parent or a legal guardian as the head of their household is only 9.9% for the current school year.

The City of Prattville has a current population of approximately 47,609. This has increased by 2,890 since 2001. The possibility of growth is great wdue to the industries that are in the surrounding areas of Prattville. These include: Maxwell Air Force Base in Montgomery, Hyundai Manufacturing Plant in Hope Hull, International Paper in Prattville, and Baptist Health Center in Prattville.

The ethnic break down in the Prattville area is 81.08% Caucasian, 16.44% African–American, 0.5% Asian, and 1.96% other. The ethnicity is becoming more diverse in the community and for the local schools, including P.C.A.

The religious orientation of the Prattville community is varied, including the following houses of worship: Church of Christ, Methodist, Baptist, Episcopalian, Catholic, Lutheran, Church of God, Presbyterian, Holiness, Community, Seventh Day Adventist and Mormon.

A summary of the key demographic data about our community is also outlined in Table 3.

3. School Characteristics.

Prattville Christian Academy is a private, Christian school that is located in a suburban area. The school was started in 1997 with an initial enrollment of

13 students, compared with 305 today. Prattville Christian Academy has been fully accredited by the Alabama Independent School Association and by Southern Association of Colleges and Schools since 2003. Table 4 provides a summary of the data over the past four years related to average class size, the demographic profile of our teachers and administrators by race, gender, and age, as well as the average years of experiences in teaching and the percentage of teachers and administrators with advanced degrees. There have been relatively few changes in these factors over the past four years with the exception of the average years of teaching experience and the percent of teachers with advanced degrees. One additional set of data presented in Table 4 is the comparison of the operating expenditures per pupil at Prattville Christian Academy to the state average. While the per pupil allocation at our school is lower, we have consistently been able to provide quality education over the past four years.

4. Stakeholder Perspectives on the Quality of Education

Prattville Christian Academy utilized the NSSE's *Opinion Inventories* to gather the opinions of students, teachers, parents, and community members about the quality of education at our school. A comparison of their opinions on seven common items in the *Opinion Inventories* is illustrated in Figure 3. The survey revealed the following findings:

- Students ranked each of the following common survey items lower than parents, teacher, and community members:
 - “Our school provides a safe and orderly environment for learning.
 - “Students see a relationship between what they are studying and their everyday lives.”
 - “Our school is preparing students to deal with issues and problems they will face in the future.”
 - “The education offered to students at our school is of high quality.”

- Students, parents, teachers, and community members ranked the following item the highest:
 - “Our school provides a safe and orderly environment for learning.”
- Teachers ranked the following items above the student, teachers, and community members:
 - “Our school provides a safe and orderly environment for learning
 - “Teachers hold high expectations for student learning.”
- The items ranked the lowest by students, parents and community members:
 - “Students see a relationship between what they are studying and their everyday lives.”
 - “Our school’s facilities are adequate to support the students’ learning needs.”
 - “In our school, students have access to a variety of resources to help them succeed in learning, such as technology, media centers, and libraries.”
 - “Our school is preparing students to deal with issues and problems they will face in the future.”

B. Report of the Profile Data

The data collected for the profile is summarized in the following tables and figures:

Table 1.1 Student Performance Data
National Tests

Table 1.2 Student Performance Data
School Level

Table 1.3 Student Performance Data
Stanford Achievement Test

Figure 1-A Student Performance Data
Grade Grouping

Figure 1-B Student Performance Data
First through Thirds Grades by Gender

Figure 1-C Student Performance Data
Fourth through Sixth Grades by Gender

Figure 1-D Student Performance Data
Seventh through Ninth Grades by Gender

Figure 1-E Student Performance Data
Tenth through Twelfth Grades by Gender

Table 2 Student Performance Indicators

Table 3 Student and Community Demographic Data

Table 4 School Characteristics Data

Figure 2 Comparison of Prattville Christian Academy Students,
Teachers, Parents and Community Members' Opinions
Based on the *NSSE's Opinion Inventories*

**Table 1.1
Student Performance Data
Prattville Christian Academy**

Assessment Measures	School Year					
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
NATIONAL (National Percentile)						
PSAT (11th grade only):						
Reading						48%
Math						44%
Writing						53%
Composite Scores						49%
Percent Tested		Test Not Offered				86%
EXPLORER (8th grade only):						
English						71%
Math						74%
Reading						71%
Science						71%
Composite Scores						72%
Percent Tested		Test Not Offered				95%
PLAN (10th grade only):						
English						71%
Math						61%
Reading						69%
Science						68%
Composite Scores						71%
Percent Tested		Test Not Offered				92%
ACT (12th grade only):						
English			16		22	
Math			15		18	
Reading			19		20	
Science			16		19	
Composite Scores			17		20	
Percent Tested	No Seniors Enrolled		100%		86%	

Table 1.2
Student Performance Data
Prattville Christian Academy

Assessment Measures	School Year					
	2001- 2002	2002- 2003	2003- 2004	2004-2005	2005- 2006	2006- 2007
SCHOOL LEVEL (Percent Meeting Standard of 73%)						
First through Third Grade:						
Math	96%	100%	100%			
History	96%	100%	100%			
English	100%	100%	100%			
Science	100%	100%	100%			
Fourth through Sixth Grade:						
Math	100%	97%	97%			
History	95%	97%	100%			
English	100%	100%	100%			
Science	100%	100%	97%			
Seventh through Ninth Grade:						
Math	94%	92%	81%			
History	100%	100%	95%			
English	100%	96%	89%			
Science	100%	100%	100%			
Tenth through Twelfth Grade:						
Math	100%	72%	89%			
History	100%	91%	100%			
English	100%	100%	92%			
Science	100%	100%	100%			

Table 1.3
Student Performance Data
Prattville Christian Academy

Assessment Measures	School Year					
	2001-2002		2002-2003		2003-2004	
	National %	Local %	National %	Local %	National %	Local %
STANFORD ACHIEVEMENT TEST						
Second Grade:						
Total Reading	72	42	77	52	84	72
Total Math	54	28	82	64	81	68
Total Language	54	27	66	40	77	56
Environment	54	32	63	39	61	43
Basic Battery	65	38	76	52	80	65
Complete Battery	64	37	77	54	78	62
Fifth Grade:						
Total Reading	64	40	79	67	75	52
Total Math	79	56	88	79	81	59
Total Language	71	49	90	82	75	49
Basic Battery	67	45	82	70	75	53
Complete Battery	67	45	82	70	74	50
Seventh Grade:						
Total Reading	69	46	76	59	69	46
Total Math	60	33	79	61	83	70
Total Language	74	44	79	58	77	57
Basic Battery	66	42	76	59	73	54
Complete Battery	65	42	76	61	72	54
Ninth Grade:						
Total Reading	70	49	77	69	63	38
Total Math	49	18	73	56	61	33
Total Language	85	65	77	58	64	32
Basic Battery	69	47	72	61	65	39
Complete Battery	68	47	72	60	67	42

Table 2
Student Performance Indicators
Prattville Christian Academy

Performance Indicators	School Year				
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006 2006-2007
Graduation Rate					
Percent graduating	n/a	n/a	100%	Data not yet Available	
Dropout Rate					
Percent dropping out of school	0.0%	0.0%	0.0%	0.0%	
Enrollment in the Core Curriculum					
Mathematics	100.0%	100.0%	100.0%	100.0%	
Science	100.0%	100.0%	100.0%	100.0%	
English	100.0%	100.0%	100.0%	100.0%	
Social Studies	100.0%	100.0%	100.0%	100.0%	
Post-Graduation Plans					
Enrollment in a 4-year college/university	n/a	n/a	67%**	44.60%	
Enrollment in a 2-year community college	n/a	n/a	0%**	0.40%	
Enrollment in a trade/technical/business school	n/a	n/a	0%**	1.20%	
Enlistment in armed forces	n/a	n/a	0%**	0.14%	
Work full-time			17%**	1.20%	
Work part-time			0%**	0.00%	
Undecided			17%**	43.37%	
<p style="text-align: center;">** The data for 2003-2004 was collected from only the current senior class. The data for the following year was collected from the survey taken school wide 10th through 12th grades.</p>					

Table 3
Student and Community Demographic Data
Prattville Christian Academy

Student/Community Data	School Year					
	2001- 2002	2002- 2003	2003- 2004	2004-2005	2005- 2006	2006- 2007
Students - School Enrollment						
Total number of students	225	246	239	305		
Students - Racial Background						
African-American	2.2%	2.9%	3.8%	5.3%		
Asian	1.0%	0.0%	0.0%	0.0%		
Caucasian (White)	96.4%	96.3%	95.0%	93.4%		
Hispanic	0.0%	0.0%	0.4%	0.0%		
Other	0.4%	0.8%	0.8%	1.3%		
Student/Family Characteristics						
Low Income	n/a	n/a	n/a	2%		
Limited English	0	0%	0%	3.0%		
Attendance Rate	n/a	n/a	95%	not complete		
Mobility Rate	41%	39%	27%	not complete		
Single Parent/Guardian	n/a	n/a	n/a	9.9%		
Community - Population						
Population size	44719	45616	46573	47609		
Percent of residences with school-age children	Information not available in our area.					
Community - Racial Background						
African-American	n/a	n/a	16.44%	(not available)		
Asian	n/a	n/a	0.51%	(not available)		
Caucasian (White)	n/a	n/a	81.08%	(not available)		
Other	n/a	n/a	1.96%	(not available)		

Table 4
School Characteristics Data
Prattville Christian Academy

School Characteristic	School Year					
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Class Size						
Average Class Size	13.2	12.5	13.4	13.8		
Racial Background of Teachers/Administrators						
African-American	0.0%	0%	0%	0%		
Asian	0.0%	0%	0%	0%		
Caucasian (White)	100.0%	97%	100%	100%		
Hispanic	0.0%	3%	0%	0%		
Other	0.0%	0%	0%	0%		
Gender of Teachers/Administrators						
Female	86.0%	87%	90%	86%		
Male	14.0%	13%	10%	14%		
Other Characteristics of Teachers/Administrators						
Average Age	35.8	38.1	39.7	38.9		
Average Years of Experience	2.2	6.9	17	10.5		
Percent with Advanced Degrees	5%	10%	19%	31%		
Operating Expenditure per Pupil						
School Average	\$4,518.67	\$3,946.54	\$4,471.06	(Not Yet Available)		
State Average	\$5,908.15	\$6,040.40	\$6,313.50			

**FIGURE 1-A STUDENT PERFORMANCE DATA PRATTVILLE CHRISTIAN ACADEMY SCHOOL
LEVEL ASSESSMENTS BY GRADE GROUPING - 2003 & 2004 SCHOOL YEAR**

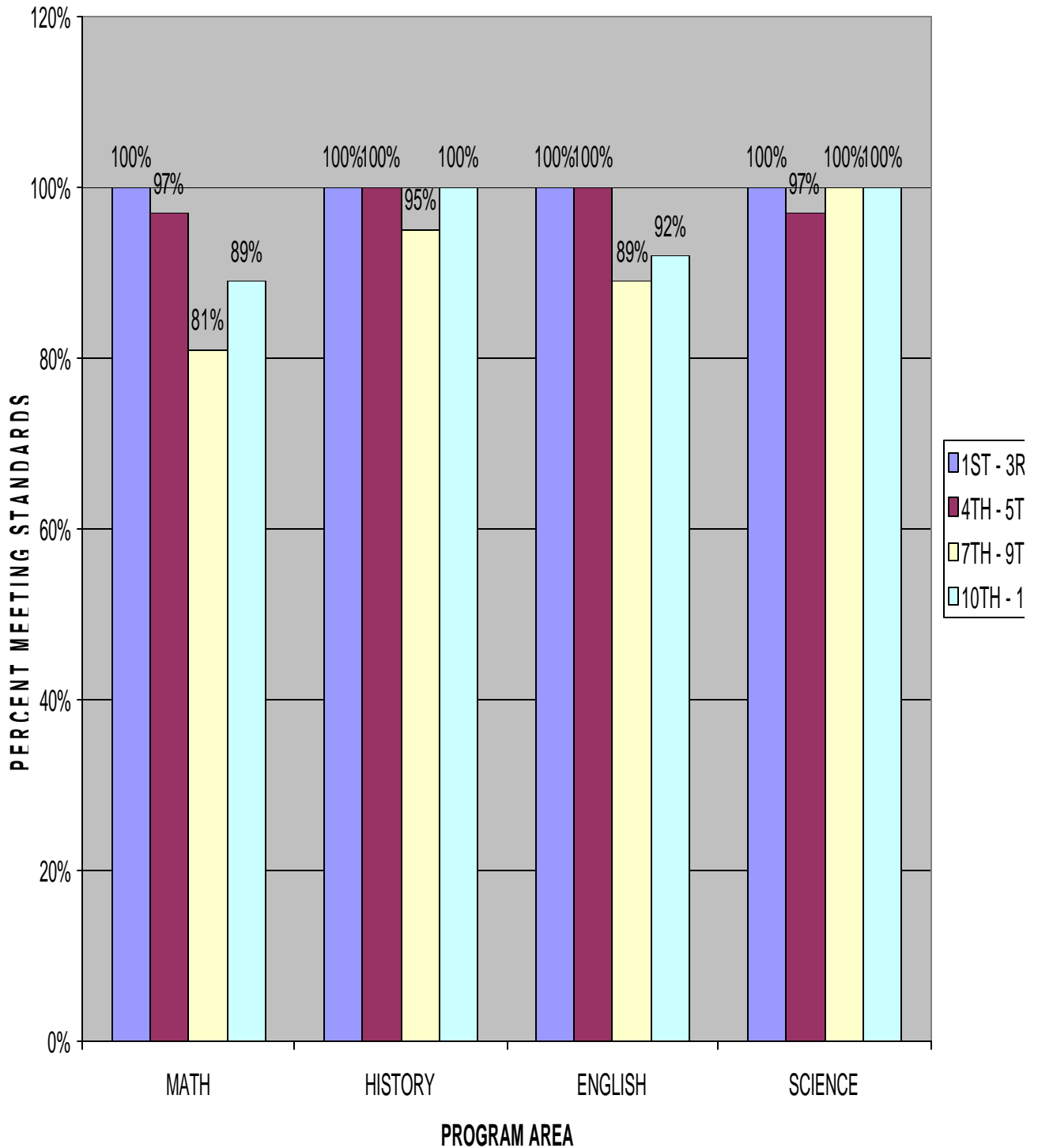


FIGURE 1-B STUDENT PERFORMANCE DATA FIRST THROUGH THIRD GRADES BY GENDER FOR SCHOOL YEAR 2003-2004

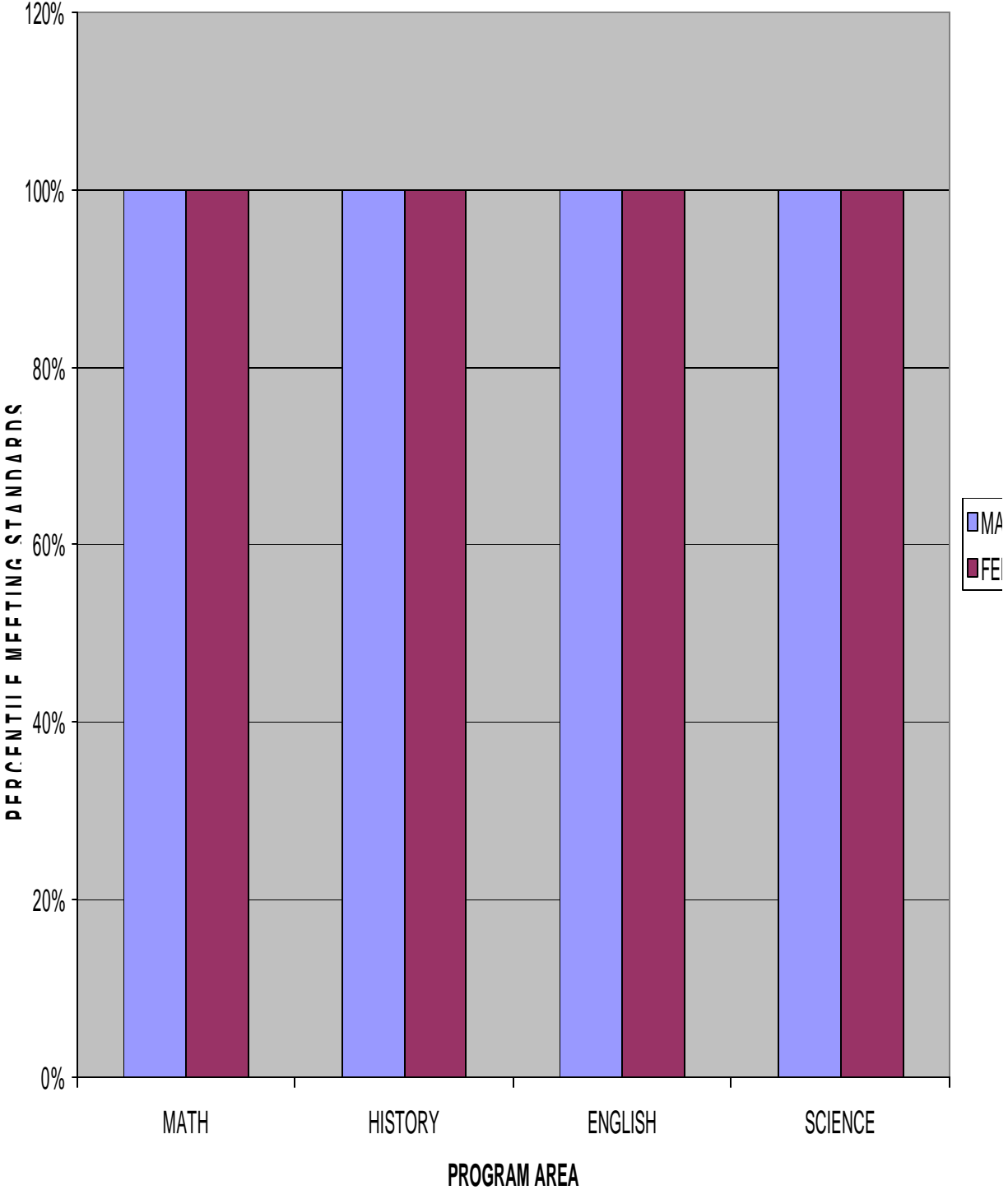
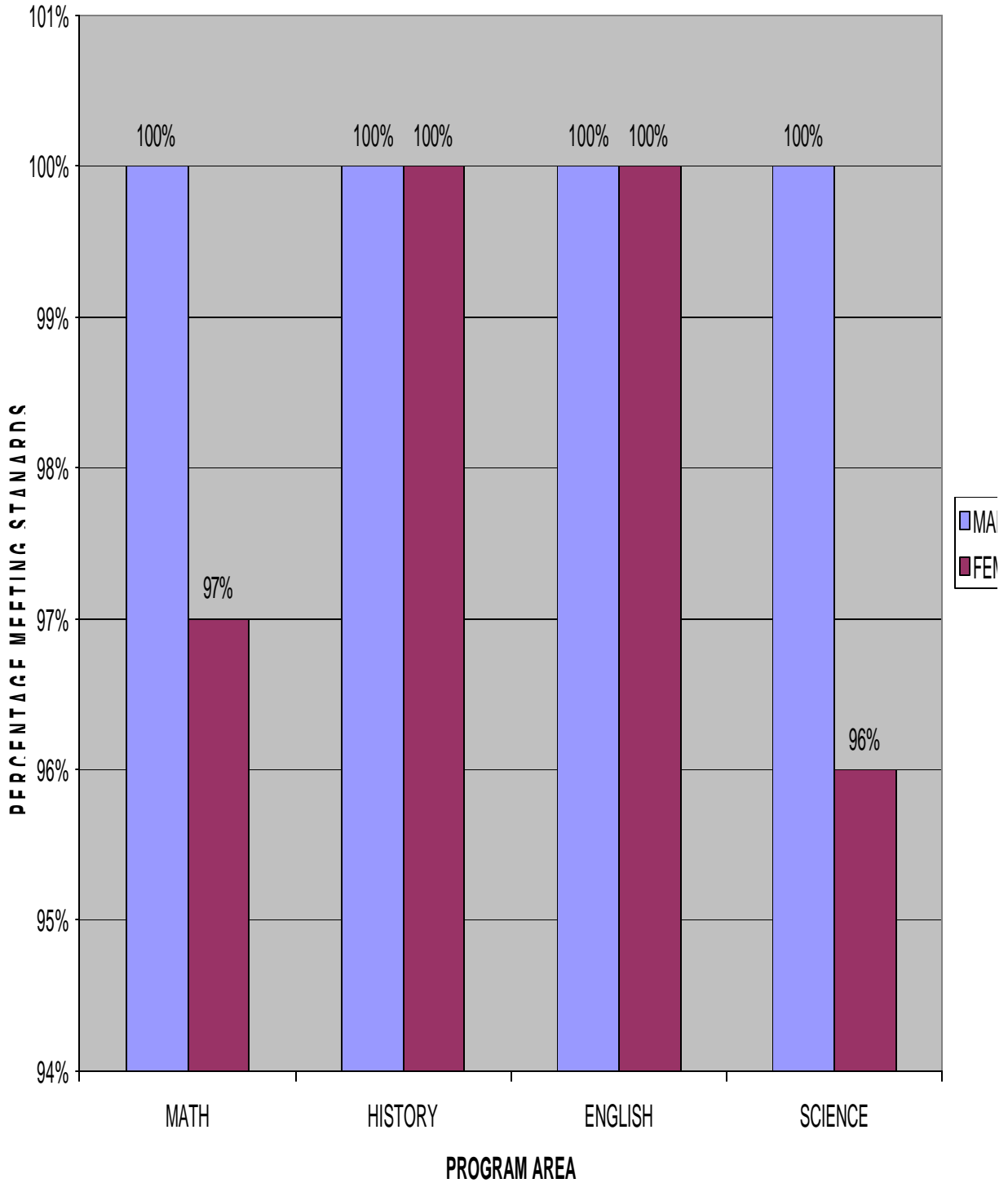
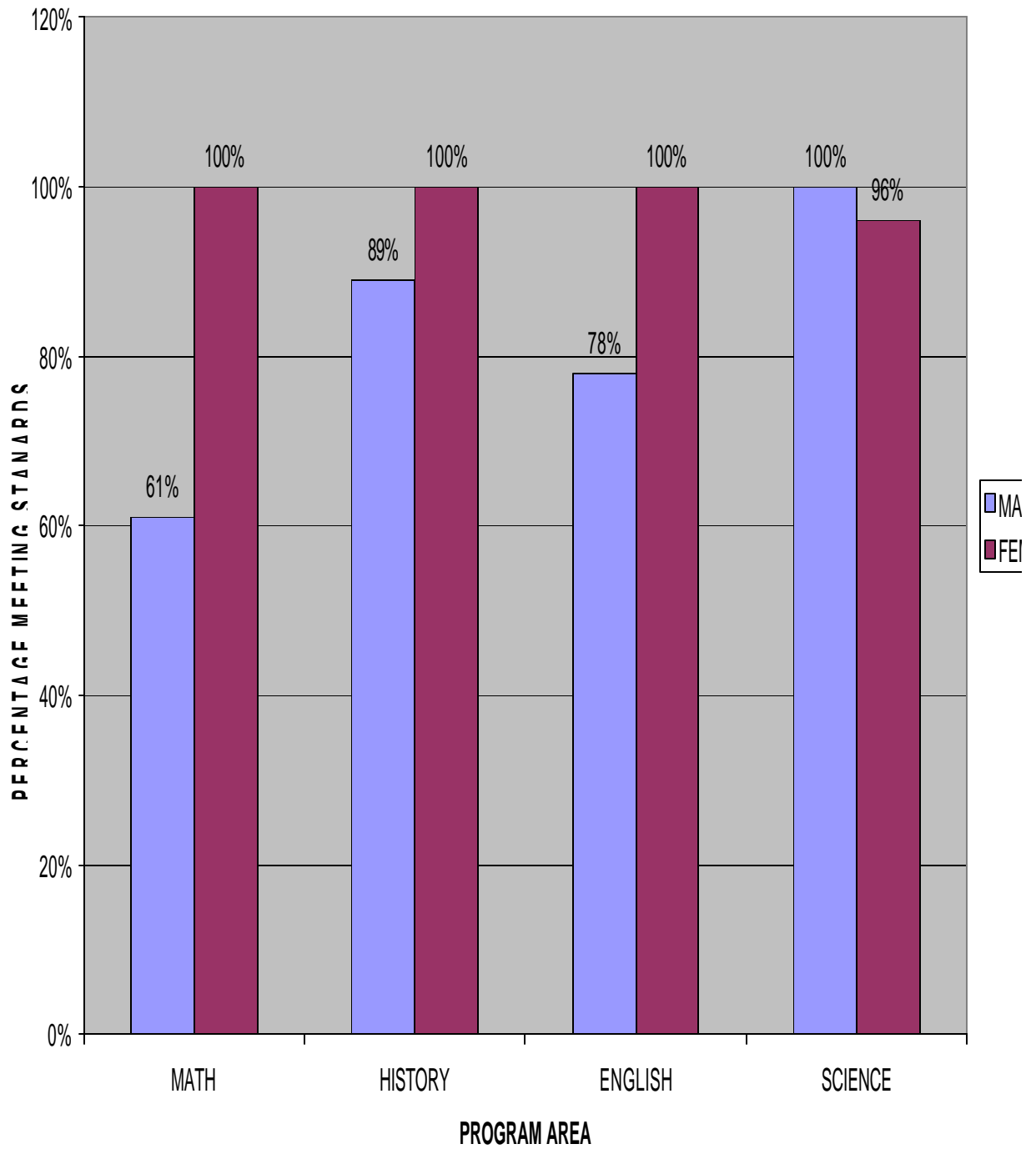


FIGURE 1-C STUDENT PERFORMANCE DATA FOURTH THROUGH SIXTH GRADES BY GENDER FOR SCHOOL YEAR 2003-2004



**FIGURE 1-D STUDENT PERFORMANCE DATA
SEVENTH THROUGH NINTH GRADES BY GENDER
FOR SCHOOL YEAR 2003-2004**



**FIGURE 1-E STUDENT PERFORMANCE DATA
TENTH THROUGH TWELTH GRADES BY GENDER
FOR SCHOOL YEAR 2003-2004**

