

ADVENTIST EDUCATION

"Education as high as Heaven and broad as the universe."

Facts about Adventist Education

85% of students that graduate from an Adventist school attend college.

75% of students at Adventist school believe they will be active church members as adults.

In Valuegenesis3 research in 2010, 82% of all of the students said attendance at an Adventist school increased their personal faith.

One of our most dramatic findings is that students who transferred to Adventist schools saw a marked improvement in academic achievement. The more years a student attended an Adventist school, the more his or her performance improved.

We are part of the second largest Christian school system in the WORLD.

We have been operating Christian schools since the 1890s.



Why Is the Family Environment Beneficial?

Family is considered the first school room in the bible and is applauded by secular research. Consider these endorsements:

"Multi-age classes are sometimes called family groupings. Just as family gains strength from the range of talents and interests of its members, the multi-age class is enriched."

"Multi-aged classrooms, especially those like mine that span four years, demonstrate what children are able to do. They also break down barriers of age and gender. (First-grade girls actually invite third-grade boys to their birthday parties, not a usual occurrence in a straight grade). The





children learn to respect each other as individuals, not according to age or grade level.”

*“When it comes to student affect [i.e. social relationships and attitudes] the case for multi-grade organization appears much stronger. Of the 21 separate measures used to assess student affect in the studies reviewed, **81 percent favored the multi-grade classrooms?**” (emphasis added)*

Studies indicate that younger children actively use older children to develop skills and to acquire knowledge while older children actively assert responsibility for younger ones and develop an increasingly sophisticated understanding of that responsibility. Age mixing provides opportunities for children to find others of matching abilities.

When children are excelling socially in a classroom, the environment is ripe for academic achievement. Consider these endorsements for the multi-age classroom:

The US Government reports: *“Research evidence indicates that multi-grade instruction has a significant positive impact on student attitudes, and tends to enhance achievement outcomes under positive implementation conditions.”*

“Collective reports [on the multi-grade classroom] show a recognizable pattern. Studies show that children in multi-age or family-grouped models score either similarly or better academically than their comparison peers in tradition-ally grouped classes. For example, some reports showed that multi-aged grouped children scored more favorably, at least at some age levels, than did other children... Within some of the reports, children in the family-grouped models scored better in certain verbal skills, whether these skills were reading, vocabulary, or other language-related skills.” (emphasis added)

A word of caution is probably wise at this point. *“It should be noted that standardized tests are a quantitative rather than a qualitative assessment. This is not to say they are not valuable, only that the value should be tempered with the tests’ inherent limitations”* (emphasis added). In other words, the above, glowing results are not provided here as an attempt to prove that a multi-grade classroom magically produces higher achievers than a single-graded classroom. Rather **this information is provided to demonstrate that students in a multi-grade classroom are not at a disadvantage**—an unfounded fear often felt by parents not familiar with multi-grade classrooms.

When the many aspects of a multi-grade classroom are weighed as a whole, researchers observe a beneficial pattern. This has prompted one researcher to ask: *“If this is the case, why then do we not have more schools organized into multi-grade classrooms?”* This author answers his own question by pointing out that it is because *“most teachers have been trained to work in single-grade classrooms... [so that the] ...skills needed to be effective [are] simply not part of their prior training and experience.”*

This is where Adventist education is different. Because our system has a long experience equipping teachers for multi-grade classrooms, our teachers can maximize the advantages.

**information used from WELS system*