

U.S. Department of Education

2003-2004 *No Child Left Behind*—*Blue Ribbon Schools Program* Cover Sheet

Name of Principal: **Dunya Shaw**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Our Savior's Lutheran School**
(As it should appear in the official records)

School Mailing Address **200 E. Ave. San Pablo**
(If address is P.O. Box, also include street address)

 San Clemente **CA** **92672-3236**
City State Zip Code+4 (9 digits total)

Tel. (**949**) **492-6165** Fax (**949**) **492-6132**

Website/URL **www.oursaviorsonline.com** E-mail **OSLSprincipal@oursaviorsonline.com**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date **January 29, 2004**

Name of Superintendent* **N/A**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **N/A** Tel. ()

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date **January 29, 2004**

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 N/A _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)
 _____ TOTAL
2. District Per Pupil Expenditure: _____ N/A
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 4 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	20	16	36	7			
1	12	11	23	8			
2	11	12	23	9			
3	10	12	22	10			
4	11	10	21	11			
5	6	5	11	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							136

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- | | |
|-----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 1 </u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> 1 </u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 8 </u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u> 4 </u>
Paraprofessionals	<u> 2 </u>	<u> </u>
Support staff	<u> </u>	<u> 2 </u>
Total number	<u> 11 </u>	<u> 6 </u>

12. Average school student-“classroom teacher” ratio: 17.1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	93	89	90	N/A*	N/A*
Daily teacher attendance	94	99.5	87	N/A*	N/A*
Teacher turnover rate	0	0	0	2	3
Student drop-off rate					

*Not Available

Our Savior's Lutheran School

Blue Ribbon Application 2003

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page. Include at least a summary of the school's mission or vision in the statement.

Our Savior's Lutheran School began to minister to children and their families as a ministry of Our Savior's Lutheran Church almost **fifty years ago**. In September of 1956 the preschool opened and in September 1961, the elementary school started. With a love for the Lord Jesus Christ, a desire and commitment to minister to children and their families, a limited budget and much creativity and prayers, the school used the countless donations of time, materials, and money given by many of the church families. Today, with a well developed, quality program, an expanding facility and a dedicated, professional staff, the school continues to be run with the same high standards and spirit.

Located in the city of San Clemente in Orange County, California, Our Savior's finds itself peacefully perched on a hill overlooking the Pacific Ocean while surrounded by constant development and busy streets. In a fast paced lifestyle area, where many parents find themselves working long hours to make ends meet and children grow up much too fast, Our Savior's offers a unique alternative. It offers a safe, family oriented program where **everyone knows your name and children are encouraged to be children**. Yes, the pressures for academic and social success are many on the students at this school, yet students quickly come to realize that they are loved and respected for their individuality and soul. Standing out in the parking lot, a visitor would quickly be struck by the numerous conversations and hugs between parents, parents and children, teachers and parents, and so on.

Our Savior's students consistently score in the 75th – 95th percentile of national school percentiles and the school finds itself in the top 10% of all schools in the nation. Our Savior's Lutheran School includes a 94 student preschool, 2 full day kindergarten classes, 2 first grades, 1 second, 1 third, 1 fourth and 1 fifth grade. The school serves approximately 250 children. Our Savior's **teachers** consistently return from year to year with teacher's tenure ranging from 3-13 years.

Our Savior's Lutheran School is an extension of the Christian home established to instruct each student in the knowledge of God and the Christian way of life. Our Savior's goal is to provide an instructional program of the highest quality that facilitates the development of the whole child: spiritually, intellectually, socially, emotionally, and physically both inside and outside of school. Educators, parents, church and community members form a partnership that support and share this mission. At Our Savior's, the greatest priority is placed on children, curriculum excellence, character development, communication, community, and caring for others. The school's Mission Statement is simple but powerful: ***"Growing children God's way by training each student to develop a lifelong love for the pursuit of knowledge, love of God, and service to others."*** The following goals and vision are set out as key areas of emphasis for students attending Our Savior's:



- **LOVE OF GOD**- Developing the realization of Christ's message through planned religious experiences.
- **LOVE OF SELF**- Encouraging and motivating students toward a positive mental attitude by giving the child a sense of belonging and by showing that staff really cares.
- **LOVE OF NEIGHBOR**- Providing experiences that facilitate opportunities of Christian service and acknowledging family importance as a partner in education.
- **QUALITY EDUCATION**- Preparing students educationally for the purpose of becoming contributing members of society.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading, language arts and mathematics.

Our Savior's Lutheran School is proud of its students' continued high level of student achievement. **Our Savior's students consistently score in the 75th – 95th percentile of national school percentiles** and finds itself in the top 7% of all schools in the nation. As can be derived from the attached data sheets, although students are already scoring in the top national percentiles in reading, language and math, they continue to make improvements from year to year at Our Savior's.

In reading for example, in 2001, fourth grade students scored in the 77th percentile, then moved to the 83rd percentile the following year and reached the 93rd percentile in the spring of 2003. In language usage, students continue to show growth from year to year. For example, in 2001, second graders scored in the 87th percentile in language usage, the 89th percentile in 2002 as third graders, and the 93rd percentile as fourth graders in 2003. This continued improvement in student achievement motivates and inspires Our Savior's teachers to raise their expectations of what students can achieve in reading and writing from year to year.

In math, the fifth grade scores started high at the 80th percentile in 2001, improved to the 84th percentile the next year and were at the 91st percentile in 2003. Another way of looking at the data is to follow the same group of students through three consecutive years at Our Savior's. The first graders in 2001 scored in the 89th percentile and as second graders scored in the 82nd percentile. In 2003, as third graders, this group of students scored in the 90th percentile after receiving a challenging and data driven math curriculum. To keep students achieving at the highest level possible, teachers decided to offer an **after school pre-algebra** class for students who score in the 90% and above. This enrichment class is an opportunity for advanced students to sharpen their skills and learn new concepts with other students with advanced abilities.

Another way to view the data is to look at how many times students at a specific grade level are scoring at or above the 85th percentile in reading, language usage, or math. For example, over the past three years, first grade students have scored at or above the 85th percentile in 8 out of 9 exams (i.e. reading, math, language tests for three consecutive years). In second grade, students scored above the 85th percentile in 7 out of 9 exams. In third grade, students achieving at or above the 85th percentile in 6 out of 9 exams.

The data reported here illuminates a school where **high expectations** are held for student achievement yet also shows that even once students score well into the top 10 percent in the nation, improvement and growth is still demanded. It is exactly this level of rigor and expectation that makes Our Savior's one of the **premier smaller private schools** in the nation.

2. Show in one-half page how the school uses assessment data to understand and improve student and school performance.

Assessment results offer a critical look into how students are achieving at Our Savior's and what needs should be focused upon. Various pieces of assessment data are studied by the staff to identify needs and allocate resources. The Stanford-9, given to all students in grades 1-5 each spring, offers valuable data on the overall achievement level of the school. This also provides information on areas that might need to be strengthened within the curriculum from the school level.

Classroom based assessments are given frequently and include writing assignments, end of unit exams, projects, and tests covering a topic recently studied. Teachers use this formative assessment to monitor student growth and identify areas of need in each student. An example of how teachers and administrators use data to drive instruction was found recently when staff became aware that students' spelling scores were not increasing at the same rate as reading, language usage, and mathematics. As teachers began to analyze the data and look at classroom instruction, they decided to make a change in the way spelling was taught. Using a wider variety of instructional techniques and a more in depth review of spelling rules and word patterns, teachers now differentiate their spelling instruction to better meet the needs of individual students. As a result, spelling scores have dramatically improved over the past few

years. For example, fourth graders in 2002 scored in the 66th percentile in spelling and the following year as fifth graders, scored in the 83rd percentile.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

All families at Our Savior's are informed of their child's performance and results on an ongoing basis. Each fall, parents are welcomed to a **Back to School Night** to learn more about their child's curriculum and class expectations. They then attend **fall parent conferences** to receive feedback on student performance. Parents also receive the results of spring's standardized assessment results before the summer vacation and are encouraged to make appointments with the principal or teacher to discuss any concerns or answer questions. Staff provides an evening presentation to parents that provides them with information about the standardized testing process and how to interpret their child's assessment results. General information on how the school is scoring is provided to parents in this meeting as well.

Our Savior's has a seven person **School Board** who are highly involved in the school. They share the successes of Our Savior's at all opportunities in their interaction with other schools and community members. The **Parent Teacher Fellowship (PTF)** which meets monthly receives information about how students are doing from the principal of the school and are provided with opportunities to ask questions or make comments about the school's progress.

Students receive ongoing and frequent information about their performance in all areas of the curriculum and are well aware that their parents are receiving similar information. Students are challenged to take responsibility for their own learning and use their teacher's feedback to guide their effort. The San Clemente community which surrounds the school receives frequent updates on the school's progress through the local newspaper which runs an article about Our Savior's at least once a month. Although there are approximately 15 other schools in this growing beach town, Our Savior's tops the newspapers coverage of school activities and community members feel in touch with how the school is doing.

4. Describe in one-half page how the school will share its successes with other schools.

Our Savior's has worked collaboratively with all private schools in the area as well as the public school system for years. Regularly featured in local newspapers for its innovative and rigorous educational programs, Our Savior's already holds a high reputation for success in this area. Several private schools which offer middle school programs actively recruit Our Savior's students due to the reputation of the challenging program and student preparation. Staff members regularly attend the **South Orange County Association of Private Schools (SOCAPS)** meetings and are able to share the successes of the program with other private schools. SOCAPS was formed three years ago by private schools who wanted to share their successes, resources, and ideas with one another. Principals meet four times a year to share and plan, and several times a year all teachers involved with SOCAPS attend training together. For example, Dr. Allen Beane, a nationally recognized speaker, visited SOCAPS to provide an intensive training on bullying. Teachers left with ideas on how to recognize and deal with bullies. SOCAPS shares marketing ideas, admission policies, and how NCLB funds are spent. This organization offers Our Savior's a wonderful way to share successes with other private schools in the region.

In addition, Our Savior's is a member of the **Evangelical Lutheran Education Association (ELEA)**, a nationwide organization of Lutheran schools. Our Savior's is also a member of the Lutheran Schools of Southern California and Hawaii (LSSCH), a local network of Lutheran schools. The principal of Our Savior's meets with these organizations quarterly to share common goals, visions, and ideas. Our Savior's has been written up in the ELEA paper "Views and Vision" as a school that has involved, concerned parents who are dedicated to making the school top notched. The association sponsors workshops and conferences for administrators, teachers, board members and pastors.

The best way Our Savior's shares its successes with other schools is by sending them well educated, eager to learn students. The majority of Our Savior's students who go on to public school are placed into the gifted and talented program. Last year, of the 4 finalists for "Triton of the Year", the top, most well rounded student in the local high school, 3 of them were alumni of Our Savior's.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards.

Our Savior’s is known throughout the community as having one of the stellar **preschool programs**. Approximately 90 preschoolers arrive at the school fifteen minutes after the K-5 students have had their morning flag salute, announcements and prayer. These preschoolers learn about school culture from day one and move into an increasingly strong academic, social, and spiritual program. Preschool classes use the Open Court reading series to get children off to the right start with a strong phonemic awareness and phonics program. Read alouds, art, music, counting, and daily circle time prepare these children to be successful for years to come.

The **all-day kindergarten program and first grade language arts** curriculum focuses upon reading readiness and language acquisition skills that allow students to learn pre-reading and decoding skills necessary to read, comprehend and write phonetically. In kindergarten math, students learn to understand small numbers, quantities, and simple shapes in his or her everyday environment. The students count, compare, describe and sort objects. In first grade *math*, students understand the use and the concept of ones and tens in the place value number system, add and subtract small numbers, describe and analyze data, and solve simple word problems. Other core subject areas such as science and social studies are incorporated into the instruction of language and math in kindergarten and first grade. Both music and art are critical parts of the curriculum at these grade levels. Kindergarten students are provided with six months of *Meet the Masters Art program*. Our Savior’s prides itself in an excellent *music program* at all grade levels which focuses on music performance, music theory, and developmental music.

By **second grade**, the language arts curriculum moves away from the focus of teaching decoding skills to teaching comprehension skills with increased listening, speaking and writing applications and conventions. Science, social studies and technology are still somewhat integrated into language arts and math but are beginning to be taught as separate subjects. Second grade students are challenged to use higher level thinking skills and regularly participate in oral discussions about subject matter. In math, students understand place value and number relationships, addition and subtraction and will use simple concepts of multiplication.

The **third grade** language arts curriculum focuses on comprehension skills, literary response and analysis, writing, written and oral language conventions. The Open Court reading program focuses on comprehension strategies and challenges students to use these strategies in narrative and expository stories. In math, students learn place value and increase their skills in addition, subtraction, multiplication and division of whole numbers. The students estimate and measure, use patterns to help solve problems, and conduct simple probability experiments. The *Scott Foresman Discover Science Curriculum* is used at Our Savors and focuses student learning into life, physical and earth science at this grade.

The **grades four and five** language arts curriculum focuses on reading comprehension of expository text and core literature books, literary response and analysis, writing strategies and applications, oral language conventions, and speaking and listening strategies. In fourth grade math, students work with large numbers and the addition, subtraction, multiplication, and division of whole numbers. Students describe and compare simple fractions and decimals, understand the properties of and the relationships between plane geometric figures, and collect, represent and analyze data to answer questions. In fifth grade mathematics, students increase their facility with the four basic arithmetic operations applied to fractions, decimals and positive and negative numbers. They learn to use common measuring units and formulas to determine the volume of simple geometric figures, and use grids, labels, graphs and charts to record and analyze data. The *Scott Foresman Discover Science Curriculum* again focuses student learning into life, physical and earth science at this grade.

Upper grade students are provided with *Meet the Masters Art* program as well as a comprehensive

music curriculum that teaches students to read and understand music, and learn to musically perform frequently throughout the year. *Spanish classes* are just beginning to be offered to students this year due to an overwhelming response from parents requesting this instruction. Currently, students receive one thirty minute lesson per week in Spanish with plans to increase the time of instruction substantially over the next few years. The *physical education* program at Our Savior's is offered at each grade and provides students with a comprehensive physical education curriculum. Students work on skills, learn new games and exercises with a specially trained physical education teacher.

2. Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Our Savior's Lutheran School's reading program has been developed based on research and rigorous standards. The reading program focuses on the basics of instruction in phoneme awareness, systematic explicit phonics, decoding, word attack skills, spelling and vocabulary, comprehension skills and a writing component with sentence construction and writing conventions. The **McGraw Hill Open Court** literacy program is used in preschool through fifth grade at Our Savior's and was selected due to its rigor and **explicit teaching of phonemic awareness, phonics, and decoding skills**. By providing students with a strong phonics and decoding program early in their academic career, Our Savior's sees great success in having the majority of students become fully fluent readers by the second grade.

Effective integration of **listening, speaking, reading and writing** is seen in primary classrooms daily. Rhyming, poetry, and story telling is an important part of the day to support phonemic awareness and oral literature. In these early grades, students are placed in small groups to focus on specific literacy skills while other students complete individual assignments that reinforce what they learned in their small group lesson for that day.

In upper grades, the focus shifts away from teaching decoding strategies to teaching systematic acquisition of **comprehension strategies**. Comprehension strategies teach students about background knowledge, vocabulary, syntax text structure, comprehension monitoring and re-organizing text. Teachers in grades 2-5 emphasize use of expository texts such as science and social studies books to teach reading comprehension skills. The reading program includes time for read alouds, independent reading, shared reading with novels, guided process reading, and literature circles. Book clubs are also used to enhance comprehension skills. In addition, the **Accelerated Reader** program is used school-wide to enhance independent reading and help motivate students to read books that are interesting, meaningful, and at their appropriate reading level. The upper grade reading program also offers an extensive spelling and vocabulary development component that is provided to students each week.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Our Savior's school has worked for years to create a strong social studies curriculum. Using the McGraw hill National Geographic Society, California Edition as a foundation, the social studies curriculum offers a rigorous and focused learning opportunity that integrates well with the school's overall mission. The mission of Our Savior's is ***Growing children's God's way by training each student to develop a lifelong love for the pursuit of knowledge, love of God, and service to other.*** The social studies curriculum provides a rich and meaningful way for students to learn about others throughout the world and to develop a strong sense of service to the outlying world community. Students participate in simulations, **debates**, history day **presentations**, state and country **reports**, and hands-on **activities** to make *history come alive*. The curriculum parallels the California state standards with fifth graders learning about United States history, fourth graders focused on the settling of California, third graders studying the surrounding county area's past, second graders learning about their town, and first graders and Kindergarteners learning about their neighborhood and family.

As students progress through the curriculum, themes emerge in each grade level about helping those less fortunate, reaching out to those in need, and giving of oneself. Growing up in an area of Orange County, California where sports cars and expensive clothes are common, Our Savior's students are taught

to look outside of themselves and to reach out and help others. Students perform community service activities, have food drives for the poor, and help clean up local beaches and parks. Our Savior's uses the Character Counts program to help teach Christ like character qualities with a trait (e.g. trustworthiness, responsibility, etc.) highlighted each month for students to learn about and model.

4. Describe the different instructional methods the school uses to improve student learning.

Our Savior's teachers pride themselves in offering a plethora of instructional methods to meet the needs of their students. Due to the small class sizes, students are viewed **individually and instructional methods** are planned to help accelerate their learning and enhance their social skills when appropriate. Examples of instructional methods currently used in many classrooms include cooperative learning strategies, small group instruction, individual tutoring sessions, and the use of computers to complete writing and research assignments. To help the curriculum come to life, **field trips and over night educational trips** in the upper grades are planned.

Brain based teaching methods are also integrated into the curriculum with the teaching staff having received training in offering instruction in different ways to meet the needs of their students. For example, some teachers use Whole Brain Learning/Brain Gym which integrates both hemispheres of the brain for focus and thinking through movement. Other teachers use Touch Math to help students who need to learn through body kinesthetic movement.

The most important point is that classroom instruction at Our Savior's is **differentiated** for all levels of learners and is based on each student's individual needs. This differentiation is an integral part of, rather than an adjunct to, the core curriculum.

5. Describe the school's professional development program and its impact on improving student achievement.

Teachers at Our Savior's stay up-to-date with the latest research and best practice through ongoing and meaningful professional development. Teachers actively seek out professional development opportunities to enhance their teaching abilities. Working closely with the local public school district, Our Savior's uses Title II funds from the **No Child Left Behind Act** to attend conferences and workshops. Some teachers have attended professional development trainings hosted by the school district. Teachers are able to choose from a variety of professional development opportunities through the district's Professional Development Academy (PDA), offered 4 times yearly. Another vehicle for staff development lies in the highly motivated **Our Savior's Fund Raising Committee**. This dedicated group of parents and community members raises funds for school enhancements, teacher bonuses, and staff development opportunities for all staff.

Other examples of trainings attended by Our Savior's teachers in the past year include the Jane Schaeffer Writing program seminar, the California Math Council Conference, SOCAPS inservice meetings, and grade level conferences offered by the state of California. Each teacher at Our Savior's can attend one conference per year with additional workshops and conferences a possibility based on funding. It is not uncommon though to have teachers pay their own way into conferences and workshops which serves as an ongoing testament to the dedication and commitment of this group of individuals in their services to their students and this school. The expertise of teachers, their willingness to participate in professional development, and experiment with the newly learned ideas in their classrooms has contributed greatly to improving student achievement at Our Savior's Lutheran School.

Another powerful staff development activity that Our Savior's teachers participate in is pairing with other teachers in another private school in the community in an effort to learn from one another. The two staffs have joint staff meetings, tour each other schools and visit classrooms to watch other teachers interact and teach students.



PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): ELEA Evangelical Lutheran Education Association
 (Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>4,473</u> K	\$ <u>4,473</u> 1 st	\$ <u>4,473</u> 2 nd	\$ <u>4,473</u> 3 rd	\$ <u>4,473</u> 4 th	\$ <u>4,473</u> 5 th
\$ _____ 6 th	\$ _____ 7 th	\$ _____ 8 th	\$ _____ 9 th	\$ _____ 10 th	\$ _____ 11 th
\$ _____ 12 th	\$ _____ Other				

- | | |
|--|-----------------|
| 2. What is the educational cost per student?
(School budget divided by enrollment) | \$ <u>4,959</u> |
| 3. What is the average financial aid per student? | \$ <u>390</u> |
| 4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? | <u> 8 </u> % |
| 5. What percentage of the student body receives scholarship assistance, including tuition reduction? | <u> 52 </u> % |

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade: 1

Test: Stanford 9 Reading

Edition/publication year: 1996

Publisher: Harcourt Brace & Co.

Number of students in the grade in which the test was administered 24

Number of students who took the test 24

What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	91	90	89		
Number of students tested	24	23	28		
Percent of total students tested	24	23	28		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade: 1 Test: Stanford 9 Language
 Edition/publication year: 1996 Publisher: Harcourt Brace & Co.
 Number of students in the grade in which the test was administered 24
 Number of students who took the test 24
 What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	91	91	87		
Number of students tested	24	23	28		
Percent of total students tested	24	23	28		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade: 1

Test: Stanford 9 Math

Edition/publication year: 1996

Publisher: Harcourt Brace & Co.

Number of students in the grade in which the test was administered 24

Number of students who took the test 24

What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	93	84	89		
Number of students tested	24	23	28		
Percent of total students tested	24	23	28		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade: 2

Test: Stanford 9 Reading

Edition/publication year: 1996

Publisher: Harcourt Brace & Co.

Number of students in the grade in which the test was administered 23

Number of students who took the test 23

What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	87	78	86		
Number of students tested	23	23	28		
Percent of total students tested	23	23	28		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade: 2

Test: Stanford 9 Language

Edition/publication year: 1996

Publisher: Harcourt Brace & Co.

Number of students in the grade in which the test was administered 23

Number of students who took the test 23

What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	91	85	87		
Number of students tested	23	23	28		
Percent of total students tested	23	23	28		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade: 2

Test: Stanford 9 Math

Edition/publication year: 1996

Publisher: Harcourt Brace & Co.

Number of students in the grade in which the test was administered 24

Number of students who took the test 23

What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	89	82	93		
Number of students tested	24	23	28		
Percent of total students tested	23	23	28		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade: 3

Test: Stanford 9 Reading

Edition/publication year: 1996

Publisher: Harcourt Brace & Co.

Number of students in the grade in which the test was administered 22

Number of students who took the test 22

What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	78	77	83		
Number of students tested	22	21	23		
Percent of total students tested	22	21	23		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade: 3

Test: Stanford 9 Language

Edition/publication year: 1996

Publisher: Harcourt Brace & Co.

Number of students in the grade in which the test was administered 22

Number of students who took the test 22

What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	84	89	86		
Number of students tested	22	21	23		
Percent of total students tested	22	20	23		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade: 3

Test: Stanford 9 Math

Edition/publication year: 1996

Publisher: Harcourt Brace & Co.

Number of students in the grade in which the test was administered 22

Number of students who took the test 22

What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	90	93	92		
Number of students tested	22	21	23		
Percent of total students tested	22	22	23		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade: 4

Test: Stanford 9 Reading

Edition/publication year: 1996

Publisher: Harcourt Brace & Co.

Number of students in the grade in which the test was administered 21

Number of students who took the test 21

What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	86	83	80		
Number of students tested	21	15	18		
Percent of total students tested	21	15	18		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade: 4

Test: Stanford 9 Language

Edition/publication year: 1996

Publisher: Harcourt Brace & Co.

Number of students in the grade in which the test was administered 21

Number of students who took the test 21

What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	93	83	77		
Number of students tested	21	15	18		
Percent of total students tested	21	15	18		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade: 4

Test: Stanford 9 Math

Edition/publication year: 1996

Publisher: Harcourt Brace & Co.

Number of students in the grade in which the test was administered 21

Number of students who took the test 21

What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	88	88	78		
Number of students tested	21	15	18		
Percent of total students tested	21	15	18		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade: 5

Test: Stanford 9 Reading

Edition/publication year: 1996

Publisher: Harcourt Brace & Co.

Number of students in the grade in which the test was administered 23

Number of students who took the test 23

What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	82	77	80		
Number of students tested	11	16	23		
Percent of total students tested	11	16	23		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade: 5

Test: Stanford 9 Language

Edition/publication year: 1996

Publisher: Harcourt Brace & Co.

Number of students in the grade in which the test was administered 11

Number of students who took the test 11

What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	80	76	80		
Number of students tested	11	16	23		
Percent of total students tested	11	16	23		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade: 5

Test: Stanford 9 Math

Edition/publication year: 1996

Publisher: Harcourt Brace & Co.

Number of students in the grade in which the test was administered 11

Number of students who took the test 11

What groups were excluded from testing? Why, and how were they assessed? N/A

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month					
SCHOOL SCORES					
Total Score	91	84	80		
Number of students tested	11	16	23		
Percent of total students tested	11	16	23		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

