

**2006-2007 No Child Left Behind – Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal: Dr. Mary Beth Gaertner

Official School Name: Salem Lutheran School

School Mailing Address: 22601 Lutheran Church Rd., Tomball, Texas 77377-3716

County: Harris State School Code Number: N/A

Telephone: (281)351-8122 Fax: (281)290-1240

Website/URL: [www.salemlutheran.com](http://www.salemlutheran.com) E-mail: [mgaertner@salem4u.com](mailto:mgaertner@salem4u.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.

Dr. Mary Beth Gaertner Date: December 10, 2006  
(Principal's Signature)

Name of Superintendent: N/A

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

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.

N/A Date: \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President / Chairperson: Mr. Scott Schroeder

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.

Scott Schroeder Date: December 10, 2006  
(School Board President's / Chairperson's Signature)

## **PART I – ELIGIBILITY CERTIFICATION**

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**[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 the U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 requirements in the 2006-2007 school year.
3. If the school includes grade 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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

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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  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ N/A TOTAL
2. District Per Pupil Expenditure \_\_\_\_\_ N/A  
 Average State Per Pupil Expenditure \_\_\_\_\_ N/A

**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. 7 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	18	15	33	7	15	12	27
K	14	14	28	8	14	15	29
1	18	30	48	9			
2	13	18	31	10			
3	22	19	41	11			
4	18	14	32	12			
5	18	21	39	Other			
6	26	18	44				
TOTAL STUDENTS IN THE APPLYING SCHOOL ->							352

**[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]**

6. Racial/ethnic composition of the school
- |               |                                |
|---------------|--------------------------------|
| <u>92</u> %   | White                          |
| <u>1</u> %    | Black or African American      |
| <u>7</u> %    | Hispanic or Latino             |
| <u>    </u> % | Asian/Pacific Islander         |
| <u>    </u> % | American Indian/Alaskan Native |
| <b>100 %</b>  | <b>Total</b>                   |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2.54%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	7
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	2
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	9
<b>(4)</b>	Total number of students in the school as of October 1	353
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	0.0254
<b>(6)</b>	Amount in row (5) multiplied by 100	2.54

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 0  
Specify languages:

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 10

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{9}{30}$  % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>  3  </u> Autism	<u>      </u> Orthopedic Impairment
<u>      </u> Deafness	<u>  1  </u> Other Health Impaired
<u>      </u> Deaf-Blindness	<u> 20 </u> Specific Learning Disability
<u>      </u> Emotional Disturbance	<u>  6 </u> Speech or Language Impairment
<u>      </u> Hearing Impairment	<u>      </u> Traumatic Brain Injury
<u>      </u> Mental Retardation	<u>      </u> Visual Impairment Including Blindness
<u>      </u> Multiple Disabilities	

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

**Number of Staff**

	<b>Full-Time</b>	<b>Part-Time</b>
Administrators	<u>  2  </u>	<u>  0  </u>
Classroom teachers	<u> 26 </u>	<u>  4 </u>
Special resource teachers/specialists	<u>  0 </u>	<u>  4 </u>
Paraprofessionals	<u>  2 </u>	<u>  2 </u>
Support Staff	<u>  2 </u>	<u>  2 </u>
Total Number	<u> 32 </u>	<u> 12 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1  12:1 

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	98 %	98 %	98 %	96 %	95 %
Daily teacher attendance	98 %	98 %	98 %	97 %	97 %
Teacher turnover rate	4 %	4 %	4 %	8 %	16 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	N/A %				

## PART III – SUMMARY

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Salem Lutheran School has served the Tomball area for about 153 years. The school was established as part of Salem Lutheran Church and served as the community school in its earliest years. The school serves children from ages birth through grade eight, and is also a feeder school for Concordia Lutheran High School, also in Tomball. Salem School is accredited through the National Lutheran School Accreditation Commission and by the Texas Education Agency through the Texas Private School Accreditation Commission. The last campus visit by the commission was in April of 2006, with a renewal of accreditation being in June of 2006.

Salem is one of the twenty largest Lutheran schools in the nation. *Salem Lutheran School empowers a new generation of leaders for service to Christ. A professional faculty mentors the students to become well grounded in Christ and well rounded for life.* For the last decade, the scores for grades three through eight have been in the 90<sup>th</sup> percentile. Over the last three years, grades 1 and 2 were tested as well, but the scores were to be used as a benchmark only, purposely not to be included as part of the school profile. The reason for this is so that the youngest students are not stressed by the testing situation.

Hands on methods of teaching are evident and students of all academic levels can learn at Salem. Teachers are trained in differentiated instruction. Various methods of classroom assessment are employed. Students are encouraged to use their abilities in many different areas among them being fine arts – choir, band, drama, hand bells, praise band, creative writing and the visual arts. All students take Spanish and in addition, third and fourth graders take Latin. The use of technology is encouraged to enhance all areas of the curriculum. Programs such as Accelerated Reader and Accelerated Math, and Destination Imagination are used to challenge high achievers, as well as opportunities to take part in local, regional and state academic and athletic competitions.

A full time paraprofessional serves as a tutor to students who are struggling academically and a fully staffed special services department serves students in need of individual educational plans. To make students better users of computer technology, Salem employed *Computer Explorers* for grades four through eight to work closely with classroom teachers for things such as research papers, reports, and group projects. Computer class is used to teach students that it is a tool to enhance work, not as a separate entity.

Many of Salem's middle school students take part in after school athletics. All children are placed on teams. The varsity teams are more competitive, with two girls' state championships having taken place in basketball and volleyball this past school year.

Salem School desires its students to be self-motivated and self-controlled. As such, discipline flows from a philosophy of respect. Teachers and staff believe in modeling the character of Christ and sharing their faith walk on a daily basis in order to best mentor the students in preparation for the next educational or life experience. Salem School also partners with successful Christian leaders within the community to provide students with *excellent examples of ethical leadership*. Weekly chapel services and teaching from this Christian perspective all help to form *well rounded students*.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **#1 Assessment Results**

Salem Lutheran School students typically achieve at a level of six months to one year above the public school. This is proven by scores from the Iowa Test of Basic Skills and testimonies from parents and students alike who transfer out to public school. This is very impressive knowing that Salem is non-discriminatory in terms of race and religion. No admission tests are given. All students take the standardized tests and none are excluded. Salem expects the students to be successful. Students in grades three through eight take the test each February. There is no subgroup that makes up 10% of the school's population, so the scores are not broken down into subgroups.

The Iowa Test of Basic Skills provides the results in subtests, with a total for each area, and a composite for all the areas. For example, the reading portion of the test consists of vocabulary and comprehension. The mathematics area consists of concepts/estimation, problem solving/data, and computation. The subtests provide faculty and parents with snapshots of major areas along with specific skills within that subject area.

It should be noted here that the results of the Iowa Test of Basic Skills do not determine whether a child passes or fails a grade. It is simply one indicator of a student's performance. The results are also used to chart forward progress both individually and by class.

### **#2 Using Assessment Results**

Salem Lutheran School uses the information from the standardized testing in the following ways:

- a. student assessment – by individual and by class – to determine forward progress.
- b. curriculum assessment – is the current curriculum being taught achieving results? Are there areas weak or missing?
- c. instructional assessment – are students needing more affective ways of learning and retaining the material?

Evaluation is on going. The data can be used in so many ways. Currently, a parent volunteer is capturing the last five years of results in graphic form for teachers to analyze trends and strategize goals for the future.

It is cautioned that over analyzing could be detrimental. Small dips in scores can be expected and making major changes in curriculum and instruction because of them could be the wrong thing to do.

### **#3 Communicating Assessment Results**

Assessment results are shared in a variety of ways at Salem. Students receive report cards every nine weeks. Progress reports are provided every three weeks for middle school students, who have to pass their subjects in order to be eligible for after school athletics. Sudden changes in grades or failing grades are communicated by phone or in person to the parents.

Parent - teacher conferences are scheduled twice a year. The first is in the fall at the end of the first quarter. The second is at the end of the third quarter – when the results of the Iowa Test of Basic Skills are back. This allows the parent and teacher to look over the results together.

Parents can also get information on grades, assignments and other things by visiting the individual teachers' websites. The school website is used for major event information. Emails are used to keep parents informed often.

### **#4 – Sharing Success**

Sharing the success of Salem Lutheran School is always rewarding. Learning about new methods and resources from other successful schools is very helpful. Salem Lutheran is a leader in many ways – hosting and leading workshops and seminars, presenting research, etc. The administrators at Salem are active locally and state wide within the education network. The assistant director is the chairman of the state basketball tournament and the director serves on committees to host national conferences. In addition, Salem School serves as a lab school for Tomball College students and students from Concordia Lutheran University, Austin, and Sam Houston State University, Huntsville. Keeping current in research and in practice is beneficial for all parties involved to keep the standards of excellence in motion.

It is not Salem's practice to publish test scores to the general public. The information is available on the school website, mainly for potential students. The information is shared during campus open houses. Salem takes part once a year in a private school fair whose purpose is to showcase area schools for seekers. Brochures, marketing items, and personal conversations are utilized.

## PART V – CURRICULUM AND INSTRUCTION

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### #1 Curriculum

The curriculum at Salem is rigorous. All students are challenged. Programs are chosen to enhance the curriculum as well as to bolster those who are having difficulty. The professional faculty follows a curriculum cycle similar to the state. Each year the subject areas are evaluated by the results of the standardized testing. Every five years a particular curriculum area is evaluated in terms of text book, materials and resources. The best choice becomes the new venue. The school budget reflects the fact that curriculum purchase is important. High academic standards are met when the faculty is current in research and technology. Large portions of the budget are dedicated to technology and teacher training. Salem follows the Texas Knowledge and Skills objectives as a minimum guideline and aspires to the “Integrating of Faith” guidelines from the school ministry of the Lutheran Church –Missouri Synod.

A strong emphasis is placed on reading and language. Without a strong emphasis here all areas of the curriculum would fail. The primary components of this program include phonics, literature, spelling, grammar and writing. Middle school students can also elect to take part in a creative writing elective. Several students have won awards with their essays from the *Write to Read* and *Daughters of the American Revolution* competitions. All students take part in the Accelerated Reader program. A summer olympics reading program provides an incentive for year round reading.

Math is strong at Salem. Teachers utilize technology and manipulatives. Math problems are relevant and math projects in the upper grades are challenging. Math meetings in the lower grades include daily weather reports, temperatures, and charts. Accelerated Math, a computer software program, has proven itself to not only challenge the best of the students but also to help those who are struggling to be successful. Math carts and stations for the younger grades encourage and inspire the students. Middle school students can take algebra or geometry and earn high school credit. Teachers must obtain additional certification for this to happen.

Often social studies and language arts are combined when projects and literature studies are utilized. When the last few years of standardized test scores revealed regression, the social studies teacher requested a text book and resources to strengthen the area of geography. Academic contests enhance this area of the curriculum and student presentations and involvement make the work meaningful. Science is much improved at Salem. The text book has become a resource for the hands-on laboratory experiments. The students are learning to question, discover, chart and present their data. Science fairs are some of the favorite programs at Salem.

Spanish is taught in all grades and Latin to third and fourth graders. A vast knowledge of vocabulary is developed. Students may earn high school credit when taking Spanish at Salem. A love for the language and the culture is shared by the instructors. Foreign language is not an elective – it, religion, and fine arts are parts of the core curriculum. Younger students take choir, and middle school students may choose between visual arts, drama, band, choir, or hand bells. Students take leadership roles in weekly chapels and performances. A talent show and many opportunities to perform are made available.

All students receive training in life skills from the Christian perspective. Students are involved in ongoing service projects throughout the year. Eighth graders provide tours to new families visiting on campus.

## **#2 – Reading**

Salem students are eager readers. DEAR (drop everything in read) is held in high regard. There is no time to be bored when one can read. Salem's library is one of the largest of its kind. Parents support it through two annual book fairs. A strong emphasis is placed on phonics in the early grades, beginning in preschool. Alice Nine is the program of choice due to its multi-sensory technique. Students add to their understanding utilizing classroom and lab software. Accelerated Reader is utilized by all grades to encourage students in their independent reading. Middle school students also use the Accelerated Reader Program and students are recognized for their outstanding amount of independent reading. Chapter books are popular and parents take an active role in supporting the students' reading.

In addition to literature studies, middle school students utilize a classic roots vocabulary curriculum that helps them review the Latin and Greek root words. Salem uses the grade level above the suggested one, such as the 7<sup>th</sup> graders take the 8<sup>th</sup> grade course. Salem students do exceptionally well on high school entrance exams and SAT's in the vocabulary areas.

Students struggling in reading have the benefit of seeing the faculty tutor who will help them in a small group setting. Students with specific disabilities such as speech and language or dyslexia, have therapists who will not only tutor them but use therapy to remediate the disability. In the regular classroom setting, parents and grandparents play a huge role in partnering with the classroom teacher as the students meet in various reading groups.

## **#3 Additional Curriculum Area – Servant Leaders**

Salem students are kind. They are helpful and especially so to new students and visitors. Whether somewhat by nature, but certainly also by training, the students know how to receive a new individual into their group. By learning social skills and mentoring through the difficult times, Salem students benefit because of the specialized training the teachers provide them. *Core Essentials* by Chick-Fil-A helps to bring a specific character trait into view each month for three school years. Salem students are known for their easy adaptability to other settings, for their good sportsmanship and for their servant hearts. Training in these social skills is an extra – but it is what Salem believes every student needs to obtain the best possible results.

The teaching and development of leadership skills is also taught by partnership with community leaders. Every other year, the 7<sup>th</sup> and 8<sup>th</sup> grade students take two days to visit pre-selected business owners, who talk with them about characteristics needed in a leader. Examples include Drayton McLane, owner of the Houston Astros, Bud Adams, owner of the Tennessee Titans (formerly the Houston Oilers), the mayor of Tomball, and the chairman of the Chamber of Commerce. Examples of some of the most memorable characteristics described: leading with Christ as their model, how one dresses for success, how one speaks, and displaying the right attitude (respect).

#### **#4 Instructional Methods**

A variety of instructional methods are used at Salem. Teachers are expected to teach to the three learning styles and to utilize differentiated instructional techniques whenever possible. In services are teacher training times. Many times teachers are held accountable at these meetings to share their techniques. The use of technology is highly encouraged and teacher training is a high priority. Through the addition of a fully staffed special services team, the faculty is well trained in meeting all students' needs. This year Salem is experiencing, for the first time, several students graduating from the dyslexia program. It is a time of success when everyone functions as a team to see real results!

Examples of instructional methods are power point presentations, video streaming, classroom demonstrations, special guests and visitors, inquiry learning, and cooperative learning activities. The special services team provides techniques such as classroom arrangement, asking various types of questions, including open ended questions, providing options for assessment rather than always paper and pencil, etc.

The addition of teacher websites has been a valuable tool in communicating homework assignments and due dates to parents as well as students. Students are still taught to use "trackers" or assignment books to keep track of what's due. In third grade, students are painstakingly taught to organize their work into a divided binder at the end of the day, bring homework back to school the next day, and place it in the correct location. Hopefully, students learn to become independent, organized and responsible for their work.

#### **#5 Professional Development**

There are high standards for the faculty and staff at Salem as set by the school commission and the school administration. Teachers have printed standards by which they are evaluated and out of which professional growth plans are developed. Raises are based on merit pay and the completion of the growth plans. Teachers are required to complete a minimum of 30 clock hours of professional training per year. Many teachers must take classes to maintain their state certification. Advanced education is also a value. One third of Salem's teachers have master's degrees and the director has a doctorate.

The school budget allows for ample professional growth. Whenever possible, Salem supplants the professional growth budget with Title funds from Tomball ISD. Teachers are encouraged to take part in Region IV workshops or state wide conferences, which offer quality training. In house training has included guests speaking on differentiated instruction, teaching gifted and talented students in the regular classroom, and most recently, on improving communication skills by working through John Maxwell's books on leadership, and Barna's book on *Growing Your Church from the Outside*. The full faculty has attended the Leadership Summit every other summer hosted by Bill Hybels and the Willow Creek Association, and state teacher conferences hosted by the Texas District.

The students receive the benefits of a highly trained staff. Where teachers are inspired, children are enthusiastic about learning. Where teachers share a sense of humor and confidence, children are taught that learning lasts a lifetime.

## 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. Delete if not used.

1. Private school association(s): National Lutheran School Association, Houston Area Lutheran Schools Association

(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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

3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>6000</u> K	\$ <u>6000</u> 1 <sup>st</sup>	\$ <u>6000</u> 2 <sup>nd</sup>	\$ <u>6000</u> 3 <sup>rd</sup>	\$ <u>6000</u> 4 <sup>th</sup>	\$ <u>6000</u> 5 <sup>th</sup>
\$ <u>6000</u> 6 <sup>th</sup>	\$ <u>6000</u> 7 <sup>th</sup>	\$ <u>6000</u> 8 <sup>th</sup>	\$ _____ 9 <sup>th</sup>	\$ _____ 10 <sup>th</sup>	\$ _____ 11 <sup>th</sup>
\$ _____ 12 <sup>th</sup>	\$ _____ Other				

4. What is the educational cost per student?  
(School budget divided by enrollment) \$ 5572
5. What is the average financial aid per student? \$ 2344
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 17 %
7. What percentage of the student body receives Scholarship assistance, including tuition reduction? 28 %

## PART VII - ASSESSMENT RESULTS

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### PART VII – ASSESSMENT RESULTS

#### Assessments Referenced Against National Student Norms

#### Salem Lutheran School

Iowa Test of Basic Skills

Form A Midyear 2000

Riverside Publishing

No students were excluded from taking tests.

Year	2005-2006	2004-2005	2003-2004
Testing Month	February	February	February
<b>Grade 3</b>			
Reading	81	76	75
Mathematics	77	73	77
Total Score (composite)	87	79	78
Number of Students Tested	31	41	44
Percent of Total Students Tested	100 %	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
<b>Grade 4</b>			
Reading	81	78	82
Mathematics	75	81	76
Total Score (composite)	80	81	79
Number of Students Tested	38	46	29
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
<b>Grade 5</b>			
Reading	81	76	83
Mathematics	82	82	88
Total Score (composite)	80	78	86
Number of Students Tested	41	30	34
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
<b>Grade 6</b>			
Reading	71	76	74
Mathematics	75	79	71
Total Score (composite)	83	80	75
Number of Students Tested	27	32	37

Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
<b>Grade 7</b>			
Reading	83	74	74
Mathematics	78	71	74
Total Score (composite)	80	74	74
Number of Students Tested	31	44	34
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0
<b>Grade 8</b>			
Reading	78	74	76
Mathematics	73	72	67
Total Score (composite)	74	74	73
Number of Students Tested	43	35	31
Percent of Total Students Tested	100%	100%	100%
Number of Students Alternatively Assessed	0	0	0
Percent of Students Alternatively Assessed	0	0	0



# BUILDING SUMMARY

## Iowa Tests of Basic Skills® (ITBS®)

Building: Salem Lutheran Sch  
System: Salem Lutheran Sch

Form: A  
Test Date: 09/20/06  
Norms: Midyear 2000  
Order No.: 000176199  
Page: 1

	READING		LANGUAGE			MATHEMATICS			CORE TOTAL			SOURCES OF INFORMATION			CON- POSITE
	Vocab- ulary	Compre- hension	Spell- ing	Capit- ulation	Punc- tuation	Usage & Express	Concept /Estimat	Probs /Data	Compr- ation	TOTAL	Social Studies	Science	Made & Diagram	Ref. Material	
<b>Grade 3</b>															
Number of Students Included	31	31	31	30	31	31	31	31	31	31	31	31	31	31	31
Average Standard Score (SS)	198.8	202.3	200.5	218.3	218.8	205.6	222.8	217.3	208.8	210.4	208.2	215.0	225.4	215.9	214.6
Grade Equivalent of Average SS	4.7	5.0	4.8	5.1	5.1	5.5	5.4	5.4	5.4	5.4	5.4	5.5	5.9	5.9	5.9
National Stanina of Average SS	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
Percentile Rank of Average SS: National Student Norms	81	80	81	83	85	85	85	85	77	76	78	84	89	88	84
Percentile Rank of Average SS: National School Norms	95	96	97	97	97	97	96	96	94	90	93	91	97	96	97
Number of Students Tested = 31															
<b>Grade 4</b>															
Number of Students Included	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Average Standard Score (SS)	218.9	218.3	218.6	218.3	217.3	205.6	222.8	217.3	208.8	210.4	208.2	215.0	225.4	215.9	214.6
Grade Equivalent of Average SS	6.2	6.1	6.1	6.1	6.0	6.6	6.5	6.0	5.5	5.5	5.4	5.8	6.5	6.7	6.7
National Stanina of Average SS	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
Percentile Rank of Average SS: National Student Norms	85	77	81	81	78	88	85	78	75	70	77	85	92	85	82
Percentile Rank of Average SS: National School Norms	97	94	97	94	95	94	94	95	89	84	94	96	98	91	94
Number of Students Tested = 38															
<b>Grade 5</b>															
Number of Students Included	41	41	41	41	41	41	41	41	41	41	41	41	41	41	41
Average Standard Score (SS)	230.7	234.6	234.6	233.5	233.5	219.0	238.6	235.9	232.4	239.7	230.0	234.0	242.4	239.9	238.9
Grade Equivalent of Average SS	7.1	7.8	7.5	7.5	7.5	6.1	7.8	7.5	7.3	7.9	7.1	7.4	7.3	7.9	7.9
National Stanina of Average SS	7	7	7	7	7	6	7	7	6	7	7	7	7	7	7
Percentile Rank of Average SS: National Student Norms	80	79	81	81	81	63	75	72	75	72	79	81	82	79	83
Percentile Rank of Average SS: National School Norms	94	97	97	97	97	78	93	90	93	90	96	96	97	98	96
Number of Students Tested = 41															
<b>Grade 6</b>															
Number of Students Included	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
Average Standard Score (SS)	239.9	241.7	240.9	238.6	238.6	228.5	242.9	255.6	243.6	242.6	246.6	248.5	235.5	243.4	243.4
Grade Equivalent of Average SS	7.9	8.0	8.0	8.0	8.0	7.0	8.1	8.4	8.3	8.3	8.5	8.7	7.5	8.2	8.2
National Stanina of Average SS	6	6	6	6	6	5	6	6	6	6	6	6	6	6	6
Percentile Rank of Average SS: National Student Norms	73	69	71	71	71	57	66	72	68	67	79	73	67	73	69
Percentile Rank of Average SS: National School Norms	86	85	87	87	87	65	80	93	79	84	95	92	82	89	86
Number of Students Tested = 27															
<b>Grade 7</b>															
Number of Students Included	31	31	31	31	31	31	31	31	31	31	31	31	31	31	31
Average Standard Score (SS)	260.9	271.4	266.2	270.4	271.4	263.7	270.4	271.4	262.5	270.4	253.0	266.5	269.0	274.2	263.4
Grade Equivalent of Average SS	9.9	11.3	10.8	11.2	11.2	10.2	11.1	11.2	10.1	11.1	9.1	10.5	11.0	11.7	11.0
National Stanina of Average SS	7	7	7	7	7	6	6	6	6	6	6	6	6	6	6
Percentile Rank of Average SS: National Student Norms	82	83	83	83	83	76	72	71	78	78	70	78	81	78	80
Percentile Rank of Average SS: National School Norms	95	97	97	97	97	97	91	91	96	97	85	93	95	96	93
Number of Students Tested = 31															
<b>Grade 8</b>															
Number of Students Included	43	43	43	43	43	43	43	43	43	43	43	43	43	43	43
Average Standard Score (SS)	270.0	275.9	273.0	270.4	271.4	262.6	288.7	277.4	280.1	275.2	269.1	277.9	284.3	270.4	268.5
Grade Equivalent of Average SS	11.1	12.0	11.9	12.3	12.3	10.1	13.4	12.3	12.8	12.2	10.9	12.3	10.3	11.7	11.4
National Stanina of Average SS	7	7	7	7	7	6	6	6	6	6	6	6	6	6	6
Percentile Rank of Average SS: National Student Norms	79	76	78	73	73	67	73	73	67	73	67	73	74	69	67
Percentile Rank of Average SS: National School Norms	91	92	92	86	88	85	93	86	88	89	89	94	80	88	83
Number of Students Tested = 43															

For further information on the interpretation of this report, please visit [www.niversdepublishing.com](http://www.niversdepublishing.com) or refer to the Interpretive Guide.

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