

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Stephen Dinger

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. John's Lutheran School

(As it should appear in the official records)

School Mailing Address 4500 Buena Vista Road

(If address is P.O. Box, also include street address.)

Bakersfield

California

93311-9702

City

State

Zip Code+4(9 digits total)

County Kern

State School Code Number* 6928998

Telephone (661) 664-8090

Fax (661) 664-1327

Web site/URL www.sjlschool.org

E-mail sdinger@sjlchurch.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Stephen Dinger

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name CNH District of Lutheran Church - Missouri S Tel. (925) 245-4000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. John Bianchi

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades 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 requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior High Schools
 _____ High schools
 _____ Other
 _____ 0 TOTAL
2. District Per Pupil Expenditure: _____
 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 are
 Suburban
 Small city or town in a rural area
 Rural
4. 3 Number of years the principal has been in her/his position at this school.
5 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			0	7	13	14	27
K	25	20	45	8	10	12	22
1	14	26	40	9			0
2	18	18	36	10			0
3	14	13	27	11			0
4	8	18	26	12			0
5	11	14	25	Other			0
6	10	12	22				
TOTAL STUDENTS IN THE APPLYING SCHOOL							270

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 3 | % American Indian or Alaska Native |
| 11 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 7 | % Hispanic or Latino |
| 78 | % White |

100 % TOTAL

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 8 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	9
(2)	Number of students who transferred from the school after October 1 until the end of the year	12
(3)	Total of all transferred students [sum of rows (1) and (2)]	21
(4)	Total number of students in the school as of October 1	257
(5)	Total transferred students in row (3) divided by total students in row (4)	0.08
(6)	Amount in row (5) multiplied by 100	8

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

Number of languages represented: 1

Specify languages: English

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: _____

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: _____ %
 _____ 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.

_____ Autism	_____ Orthopedic Impairment
_____ Deafness	_____ Other Health Impairment
_____ Deaf-Blindness	_____ Specific Learning Disability
_____ Emotional Disturbance	_____ Speech or Language Impairment
_____ Hearing Impairment	_____ Traumatic Brain Injury
_____ Mental Retardation	_____ Visual Impairment Including Blindness
_____ Multiple Disabilities	

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

	Number of Staff	
	Full-time	Part-time
Administrator(s)	1	3
Classroom teachers	10	11
Special resource teachers/specialists	0	3
Paraprofessionals	0	0
Support Staff	2	15
Total number	13	32

12. Average school student-classroom teacher ratio, that is, the number of _____ 18 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	95 %	96 %	95 %	95 %
Daily teacher attendance	99 %	96 %	94 %	96 %	95 %
Teacher turnover rate	2 %	1 %	2 %	0 %	2 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

St. John's Lutheran School (SJLS) has a rich history and a vibrant future. SJLS was initially established in the 1940's to formally educate the children of St. John's Lutheran Church academically and spiritually. SJLS was initially located in the heart of Bakersfield and has moved twice as the city, congregation, and school grew. The community has positively responded, making SJLS one of the largest Christian educational systems in Bakersfield.

The school's mission statement is: 'That all may know Jesus, St. John's Lutheran School stands as a family in shaping lives through nurturing each child with a strong academic and Christ-centered education'. Education at SJLS hinges on a strong relationship with the student and his/her family. Teachers strive to create this relationship early on by visiting each student in his/her home before the first day of school.

Regular communication occurs through weekly newsletters, web information, and conferences. Teachers work to maintain a warm and inviting classroom environment and welcome parent help in the classroom. The school administration also values and encourages high parental involvement through volunteerism, soliciting feedback and involving them in task forces that provide direct opportunities for parent participation and partnership. Parents have also responded heartily to SJLS with their time and financial support.

SJLS endeavors to offer a premiere education to the Bakersfield community. SJLS seeks curriculum that is exciting and challenging. Adopting the Core Knowledge Curriculum in 1998 was a major step toward this end. In the past two years the school has added and expanded programs such as Spanish, Theater, Art, PE and Music to all grades. SJLS seeks educators who are superior in their field. The teaching staff has an average of 15 years of experience and over half hold a Master's Degree. The Western Association of Schools and Colleges and the National Lutheran School Accreditation Association accredit SJLS.

Students at SJLS enjoy a full day of learning that occurs in and out of the classroom. As a means of nurturing the younger students, and providing leadership and role model experiences for the older students, SJLS has created cross-age activities. The 'Chapel Buddy Program' teams a Seventh Grade student with a Kindergarten student for the weekly chapel service. They sit together and the older student helps the younger one to be involved in worship. The 'Reading Buddy Program' teams upper grade students with Kindergarten students for weekly shared reading. The Valley Achievement Peer Program is an off-campus bi-weekly program in which SJLS upper grade students travel to Valley Achievement Center, a school for autistic children. SJLS students are paired with children from other schools and they engage in a variety of activities together.

Each year the Eighth Graders leave campus for several days to tour the state capital in Sacramento and then go to San Francisco. The Sixth Graders spend a week at Camp K.E.E.P (Kern Environmental Education Program). This is an outdoor education program. Fifth Grade students spend three weeks at Fort Tejon. Here the students reenact fort life as it was in the 1860's. These types of activities reward students with hands-on learning as they grow in their knowledge of history, government and science.

Many graduates of SJLS have gone on into community high schools to become leaders scholars, as well as in other areas of high school life. A recent survey of 62 graduates of SJLS found that 90% of respondents, all have been enrolled in college preparatory classes and many have taken GATE and Advanced Placement classes. It is very common to have an SJLS graduate as a valedictorian at the area's many high schools.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

SJLS utilizes the Iowa Test of Basic Skills (ITBS) standardized tests each year to assess the achievement of its students and to determine how its students rank nationally. In the spring, achievement tests are administered to all students in Grades One through Eight, and ability tests are administered to students in Grades One, Three, Five, and Seven. The ITBS allows SJLS to norm reference its scores with other Lutheran schools in Southern California and with schools nationwide. Over the past three years students have scored, on average, two grade equivalents higher than their peers. They have also scored at the 90th percentile nationwide on a consistent basis.

These comparisons give SJLS points of reference. They indicate that SJLS students are among the top tier of students across the nation, and they are also achieving at a high level when compared to other similar private school students. This information is very valuable. Since Bakersfield is tied to the agricultural industry, it is a highly transient community. Each school year new students are added to classes and students transfer out from across the country and world. This mobility can have a significant impact on class composition and resulting test scores. It also has an effect on the curricular decisions of SJLS. The curricula must be chosen to accommodate its mobile community. One way to measure if the curriculum is effective is through standardized test scores.

The 2007 ITBS scores reveal that of all eight grades tested, six scored above the 90th percentile indicating that on average those students are performing above 90% of their peers nationwide. The two grades that did not score in the 90th percentile are within two and five points of it. This indicates that, on average, these scores are at the top ranks of schools nationwide. Both grades did experience a usual influx of new students which may explain these test scores.

The 2007 math scores are much higher. Seven of the eight grades scored well within the 90th percentile with one grade missing the 90th percentile by one point. Again, these scores indicate that SJLS is receiving a strong education in mathematics instruction at every level.

Although standardized test scores are valuable and objective indicators of academic success they are not the sole indicator. The daily interactions of student and teachers along with quarterly reports form a complete picture of a student's success. The students benefit from a strong curriculum, involved and dedicated teachers. These three components are important for academic success. The test scores can be viewed as results of these components indicating that SJLS students can be proud of their achievements.

2. Using Assessment Results:

SJLS finds valuable information in the results that the assessments produce for both individual students and for the school as a whole. They are:

- Identifying individual student's strengths and weaknesses
- Identifying individual student's growth compared to previous year's scores
- Identifying individual teacher's strengths and weaknesses
- Identifying strengths and weaknesses in content areas
- Identifying curricular areas that need re-evaluation

This information, when compared to past years' test results, can help parents and teachers strategize to encourage and support students. Identifying a student's strength areas may result in advanced placement. Conversely, student weaknesses may result in further assessment for additional educational support or possible grade retention. Teachers are also able to recognize areas of teaching strength and weakness. Teachers who exhibit strengths in certain curricular areas can be utilized as mentors.

The faculty reviews test data in light of curricular decisions. If there is a trend of weakness in a subject, the corresponding curricular materials are reviewed. One example follows. The spelling scores of students were consistently low some years ago. The faculty formed a committee to review the current spelling materials. This group recommended replacing the materials with more effective instructional materials. The faculty also analyzed its current teaching of spelling and resolved to implement a variety of strategies to deliver the material to the students. The result has been that spelling scores are increasing.

3. Communicating Assessment Results:

Communicating the achievements of students is a top priority at SJLS and it is shared in a variety of ways. Beginning at the home visit prior to school, teachers keep students and their families informed of student and classroom expectations, topics of study and homework. Weekly newsletters are sent home with the student and are also posted on the teacher's link on the school's web site. The principal produces a bimonthly newsletter that highlights school-related activities and topics.

At the end of each quarter a report card for each student is produced and delivered to parents. Parents hold conferences with all students and parents after the first and third quarters. Teachers are always available to confer at other times upon a parent's request. At these conferences, parents, students, and teachers discuss student strengths as well as areas that need attention. Strategies for improvement and implementation of those strategies are suggested and planned at that time. Teachers also use a variety of ways of informing parents of a student's achievements. Phone calls to the home, written notes, and face-to-face conversations are also methods used.

The ITBS test results are received after the school year has ended. Individual student test results are mailed to their families, along with a cover letter that overviews the scores for the student and the test. Parents are encouraged to direct any specific questions about results to the classroom teacher. Test results are given to teachers. Results are shared at faculty meetings and with the school administrator.

4. Sharing Success:

SJLS is affiliated with the Lutheran Church - Missouri Synod (LC-MS) and its local California-Nevada-Hawaii District. As such, it is affiliated with one of the largest Protestant school systems in the United States. District school administrators meet six times per year to share information about each school's activities, events, and successes. Teachers in the district schools also gather twice a year for professional development where schools share their successes.

SJLS benefits from a good relationship with the Panama Buena Vista School District (PBVSD), a public school district. This relationship has been cultivated over the years. SJLS teachers have been invited to participate in staff development that the public school has hosted. SJLS's principal keeps regular contact with the administrators of the PBVSD as well. Currently, SJLS is benefiting from this relationship, as it has been included in a \$250,000 Safe School's grant awarded to PBVSD.

SJLS also publishes a brochure that is given to those who are seeking information for enrollment purposes. This information is available on the school's website. This brochure identifies the school's mission, objectives, curriculum, as well as its achievements.

SJLS is fully accredited by the Western Association of Schools and Colleges (WASC), most recently renewed in 2007. In addition, SJLS is one of only 500 schools in the United States accredited via the rigorous National Lutheran School Accreditation (NLSA) process.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

SJLS provides a challenging curriculum for its thriving students. The curriculum is established by the Board of Trustees and Superintendent and is aligned with the Core Knowledge Curriculum and the California State Department of Education Standards. In keeping with the mission of the school, teachers relate instruction and learning to the students' faith life.

Core Knowledge is a sequenced, content-based curriculum that is outlined for each grade level in the areas of language arts, mathematics, history, geography, science and fine arts. This sequence provides a foundation of learning at each grade level that builds on itself from year to year. The strength of the curriculum is that it offers each grade level a plan of learning that avoids repetition or gaps in learning. When the Core Knowledge sequence was first introduced in 1998, Science, History and Geography were the only components. In subsequent years the Language Arts, Mathematics and Fine Arts components were added.

Religion: Instruction includes daily devotions, weekly Chapel, Bible Study, church history, Scripture and basic Christian doctrine.

Language Arts: Reading, Phonics, Grammar, Spelling, Literature, Writing, and Oral Language are components of Language Arts instruction.

Mathematics: Instruction includes number sense, fact practice, pre-algebra, algebra, and geometry. Instruction is activity-based and teacher led. Saxon Math is a program that promotes student mastery and is taught throughout the grades.

Social Studies: Students are taught geography, history, citizenship, constitution, and current events at the elementary level.

Science: Instruction throughout the grade level includes concepts in Life Science, Earth Science, and Physical Science.

Fine Arts: Both performing and visual arts are taught to all grades. The Art teacher provides instruction and opportunities for students to create art. The Band instructor gives individual and group lessons. Students receive choral music instruction weekly as well as Music appreciation. Music instruction is delivered both by the classroom teacher and the Music Teacher. There are also many opportunities throughout the year for performance in the areas of Art, Music and Drama.

Physical Education: Students receive Physical Education twice a week. The P.E. program focuses on flexibility, endurance and frequency to provide better physical health.

Foreign Language: Spanish is taught twice a week in all grades. Conversation and basic vocabulary are the primary focus. This foreign language curriculum meets the requirements of the NCLB-BRS program.

Technology: All students receive Technology instruction twice a week, allowing students to improve their skills through age-appropriate and creative lessons. SJLS has a Computer Lab equipped with 28 computers. Each lab computer is equipped with software that offers keyboarding skills. In addition, each classroom is equipped with one computer.

2a. (Elementary Schools) Reading:

SJLS faculty, administration and parents recognize the foundational importance of reading. The school strives to instill the love of reading as a lifelong skill for all children beginning in Kindergarten. The reading program at SJLS is developed from the Core Knowledge Sequence.

One of the recommended reading programs that works well with the Core Knowledge Curriculum is the Open Court Reading program. It is a basal reading program that upholds solid instruction in comprehension, decoding, application, and writing. Open Court is utilized in Kindergarten through Third Grades. Each reading unit consists of three parts. Part one includes phonemic awareness, sounds and letters, fluency and word knowledge. The second part of the unit stresses reading comprehension and application through literature selections. The third part of the lesson focuses on other areas of language such as grammar, the writing process, vocabulary and spelling.

The reading program in grades Four through Eight is literature-based. Writing, grammar and usage are taught through the literature selections that are outlined in the Core Knowledge Sequence. Students are given many opportunities to engage in expository and imaginative writing as they prepare book report essays. They are taught research methods utilizing a variety of sources such as encyclopedias, magazines, and on-line sources.

All students study a variety of literature recommended in the Core Knowledge Sequence including nonfiction, drama, poetry, short stories, novels, essays, speeches, sayings, phrases, and common foreign phrases. Supplemental materials are used to teach spelling (A Reason for Spelling), handwriting (A Reason for Handwriting), and grammar (The Shurley Method of English). The Third through Eighth students prepare literary pieces for the Kern County Oral Language competition. Students in Grade through Eight also compete in the county spelling bee. The school's library seeks to supplement current reading materials with acquisitions reflective of the Core Knowledge curriculum.

3. Additional Curriculum Area:

Another aspect of becoming literate is the understanding of English grammar and writing technique. Students are taught from First Grade through Eighth Grade at SJLS through the Shurley Method of English. This is a curriculum that utilizes repetition to learn the components of English grammar and parts of speech. Because each lesson has components of 'see, hear, say, and do', The Shurley Method of English meets the needs of a wide variety of learning styles.

Beginning in First Grade students start learning catchy jingles that help them remember the various parts of speech. Each part of speech is then examined as to its role in a complete sentence. For example, students begin examining simple sentences (Subject + Verb) but quickly become adept at more complex sentence structures, as they advance in grade levels, which include Article Adjectives, Adjectives, Subject Nouns, Verbs, Adverbs, Prepositions and Objects of Prepositions. Identifying these parts of speech and their use in sentences is taught in all grades through a scripted group of questions and answers performed in by the entire class and led by the teacher. Parts of speech are labeled, and even the most complex sentence structures are readily analyzed.

Having learned sentence structure, students are equipped with a strong foundation as they participate in the writing process. Students become confident writers who are more explicit and skillful. This success has increased self-esteem and confidence not only in English but also in other subject areas.

4. Instructional Methods:

St. John's teaching staff is dedicated to designing lessons that will deliver age-appropriate instruction to students so that each one is able to develop his/her unique strengths and abilities. In order to achieve an outcome for every student, the following methods of teaching are applied:

Direct Instruction: This method is usually deductive and includes lecture, drill, demonstrations, and questioning. Teachers of upper grade students more commonly use, but are not restricted to, direct instruction.

Indirect Instruction: This instructional method is more student-centered and activity-based. Students are engaged in discussions, investigations, observations, problem solving, data acquisition and the exchange of ideas as they regularly work in collaborative groups. These activities are very widely employed in lower grades where an emphasis on kinesthetic learning is vital.

SJLS teachers understand the importance of knowing the learning needs of their students. They devote time at faculty meetings to the discussion of improved instruction. Early in the school year they attempt to identify the learning styles of their students: whether they are visual, auditory, or tactile/kinesthetic. Additionally SJLS teachers have recently learned to recognize student preferences defined by the Myers-Briggs Type Indicator (extravert/introvert, sensor/intuitive, thinker/feeler, or judger/perceiver). Thinking of students in these terms helps teachers modulate their instruction to be effective.

5. Professional Development:

SJLS faculty, administration, and parents consider professional development to be fundamental for the improvement of teacher effectiveness and student learning. Teachers need to stay current in skills

knowledge and implementation of effective teaching strategies. To support these beliefs, a Professional Development Plan has been adopted.

SJLS teachers meet twice a month to discuss professional growth topics. One week a month they discuss the book *Five Dysfunctions of a Team* by Patrick M. Lencioni. Another week a month they discuss *Great Teachers Do Differently: Fourteen Things That Matter Most* by Todd Whitaker. At each of these discussions, the faculty is led to examine the individual role of a teacher and his/her practices as a professional. These are very inspiring meetings and over the past years have been instrumental in developing a strong professional educational team.

Yearly the entire teaching staff of SJLS attends a three-day conference hosted by either the California Nevada-Hawaii District of the Lutheran Church - Missouri Synod or the California Association of Private Schools Organization (CAPSO). These conferences include workshops and all-group sessions with nationally renowned speakers. These conferences are motivational as teachers return to their classrooms with new ideas and a renewed sense of purpose.

SJLS teachers are also given the opportunity to take part in additional conferences and workshops of their choice. The school's budget allows for conference fees to be reimbursed to the teacher as well as travel expenses.

SJLS teachers are encouraged to observe in their peer's classrooms, within SJLS as well as in classrooms off-site. SJLS encourages advanced education by reimbursing teachers for a portion of tuition and fees. When a teacher has successfully completed an advanced degree his/her salary is increased.

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 associations(s):

Lutheran Church - Missouri Synod, California-Nevada-Hawaii District; CAPE (via CNH District; California Association of Private School Organization (CAPSO)

(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 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u> 4500 </u>					
K	1st	2nd	3rd	4th	5th
\$ <u> 4500 </u>	\$ <u> 4500 </u>	\$ <u> 4500 </u>	\$ <u> </u>	\$ <u> </u>	\$ <u> </u>
6th	7th	8th	9th	10th	11th
\$ <u> </u>	\$ <u> </u>				
12th	Other				

4. What is the educational cost per student?
(School budget divided by enrollment) \$ 6514

5. What is the average financial aid per student? \$ 1028

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 9 %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 17 %

FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

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 table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 8 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	78	80	66	73	61
Number of students tested	25	22	19	16	7
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Math Grade 8 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	75	86	78	68	88
Number of students tested	25	22	19	16	7
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Reading (LA) Grade 7 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	81	75	77	64	87
Number of students tested	21	26	22	22	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Math Grade 7 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	84	76	85	76	90
Number of students tested	21	26	22	22	13
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Reading (LA) Grade 6 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	68	85	66	79	76
Number of students tested	23	18	22	25	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Math Grade 6 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	72	85	72	84	89
Number of students tested	23	18	22	25	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Reading (LA) Grade 5 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	70	70	80	68	71
Number of students tested	23	25	15	21	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Math Grade 5 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	85	72	87	74	87
Number of students tested	23	25	15	21	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Reading (LA) Grade 4 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	78	69	78	80	55
Number of students tested	26	21	24	17	22
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Math Grade 4 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	85	80	78	80	80
Number of students tested	26	21	24	17	22
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Reading (LA) Grade 3 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	82	78	77	81	80
Number of students tested	24	29	28	26	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Math Grade 3 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	88	85	86	82	93
Number of students tested	24	29	28	26	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Reading (LA) Grade 2 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	78	80	73	72	77
Number of students tested	27	26	28	30	28
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Math Grade 2 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	88	87	87	85	76
Number of students tested	27	26	28	30	28
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Reading (LA) Grade 1 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	89	77	87	74	82
Number of students tested	34	24	28	31	30
Percent of total students tested	100	96	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Subject Math Grade 1 Test Stanford (10), Iowa Test of Basic Skills

Edition/Publication Year 2003, 2004 Publisher Harcourt, Inc., Riverside Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
Total Score	87	90	80	77	68
Number of students tested	34	24	28	31	30
Percent of total students tested	100	96	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					