

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 (K-8)
 Charter Title I Magnet Choice

Name of Principal: Mr. James Beaudoin

Official School Name: St Paul's Lutheran School

School Mailing Address:
901 E. Heim Avenue
Orange, CA 92865-2817

County: Orange State School Code Number*:

Telephone: (714) 921-3188 Fax: (714) 921-0131

Web site/URL: www.stpaulsorange.org E-mail: kfink@stpaulsorange.org

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

(Principal's Signature) Date _____

Name of Superintendent*:

District Name: Tel:

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Tim Odle

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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)

Does not apply to private schools

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. 14 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
PreK	0	0	0	7	41	40	81
K	22	31	53	8	34	26	60
1	22	32	54	9			0
2	44	28	72	10			0
3	38	26	64	11			0
4	42	35	77	12			0
5	34	37	71	Other			0
6	37	35	72				
TOTAL STUDENTS IN THE APPLYING SCHOOL							604

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
7 % Asian
1 % Black or African American
9 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
79 % White
3 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 0 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	0
(4)	Total number of students in the school as of October 1.	607
(5)	Total transferred students in row (3) divided by total students in row (4).	0.000
(6)	Amount in row (5) multiplied by 100.	0.000

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 10

Number of languages represented: 1

Specify languages:

Korean

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

Total number students who qualify: 0

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 free and reduced-price school meals 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: 7 %

Total Number of Students Served: 40

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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>2</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>1</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>6</u>	<u>8</u>
Total number	<u>39</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	20%	7%	0%	7%	3%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Last year our teacher turnover rate was 20% with six teachers who left. One teacher married and moved to another county. One teacher moved to another state. Two teachers retired. One teacher transferred to a local Lutheran high school to teach and coach.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

Surrounded by orange groves and the fragrant scent of countless oranges, St. Paul's Lutheran School first opened the doors of its two-room schoolhouse in 1908. From that time it has grown, changed locations, and made adjustments for various educational developments. What has not changed and will not change is our mission, which we value and pride ourselves on. Our mission is to “educate children, nurture their faith, and equip them to share the Gospel of Jesus Christ.” SPLS is unique in that we are consistently striving to adapt and better our offerings to best meet the needs of our ever-changing student population while not shifting away from the mission.

Twenty years ago SPLS decided to purchase a new piece of land, formerly owned by the Orange County Department of Education and equipped with some existing buildings. This ten-acre parcel allowed us to increase our enrollment and our offerings to students. Soon after moving to the new location we started the Pacific-Southwest District's first Focused Learning Program and were better able to meet the needs of our students. We also added two state-of-the-art computer labs which we continually upgrade with the latest hardware and software to provide students with access to the newest technologies.

With continued growth and our desire to keep class sizes relatively small, we came to need three classrooms per grade level. That need resulted in us adding a middle school building in 2002. This building houses eight additional classrooms, a multipurpose room, a band and choir room, bathroom facilities, and a modern science lab. Along with the other buildings, labs, fields, tutoring areas, and play areas, the students at SPLS have the necessary facilities to accompany a superb education.

Technology exists throughout our campus in a variety of forms. In addition to the two computer labs mentioned earlier, we have wireless technology throughout the campus, projectors in every classroom, and a variety of mobile items for teachers to use including Intelliboards, Interwrite Tablets, Renaissance Responders, and Neopads. Our teachers are trained on an ongoing basis to use these various pieces of technology.

The campus has a full-time school counselor who assists students with behavioral and emotional needs. She also assists new students in transitioning to our campus. In addition, she runs a Peer Assistant Leadership (PAL) Program. The PAL program and Student Council both allow students opportunities for leadership and community service experiences.

SPLS values both diversity and cultural knowledge and provides students with a two-year foreign language experience which allows students exposure to another culture by way of language acquisition. Beginning in seventh grade, students are provided with instruction in Spanish. This instruction continues into eighth grade where it increases in both breadth and depth.

SPLS has always encouraged the fine arts and along with teaching art at every grade level, the school offers a variety of choir, band, and drama programs. Beginning in Kindergarten, students automatically become members of one of our grade level choirs and are encouraged to try out for C4, which is a choir made up of students, church members, and members of the surrounding community. We also offer beginning, intermediate, and advanced band opportunities to students, beginning in 3rd grade. Drama activities are available to students in a variety of areas including Readers' Theatre, the Spring Musical, and Advent services.

SPLS, associated by both the Western Association of Schools and Colleges and National Lutheran School Accreditation, received the highest accreditation possible from each of the accrediting agencies.

The campus is a unique place with a persistent mission and will continually strive to better serve the needs of our students and the surrounding community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

SPLS believes in the need to assess all students. Since 2004, SPLS has utilized the Iowa Test of Basic Skills (ITBS) and the Cognitive Ability Test (CogAT) for all testing. The ITBS and CogAT tests allow SPLS to norm reference its scores with schools nationwide; and by utilizing both of these tests SPLS is able to get an accurate picture of students' cognitive abilities and thereby obtain predicted and actual achievement data. SPLS utilizes standardized test scores based on national norms and does not participate in the state assessment system.

SPLS is one of the few private Lutheran schools in the country with a Focused Learning Program. With this program in place, we are able to serve the needs of a great number of special needs students. It should be noted that our testing policy regarding students who have Individual Service Plans (ISP/IEP) is to provide them with appropriate testing accommodations and to include their test results.

Over the past several years SPLS has experienced a significant increase in enrollment. From the 2003-2004 academic year to the 2004-2005 academic year, SPLS gained 50 students, going from 545 students to 595 students. Furthermore, of the 50 new students, the greatest percentage of them joined our eighth grade class. Many of these students arrived from low-performing schools in the surrounding area. With the influx of new students there was a drop in the eighth grade test scores from the 2003-2004 academic year to the 2004-2005 academic year.

Other than this decrease, there have been positive trends associated with student assessment and in the highest grade tested and in the most recent year tested, SPLS students scored in the top ten percent nationally. Despite our ever-increasing enrollment and the influx of new students, SPLS has shown ongoing and continued improvement. To use just one example: In 2005, after adding several new eighth grade students, the eighth grade students scored at the 63rd percentile in reading, higher than 63% of test-takers. In 2006, the eighth graders improved and scored at the 67th percentile in reading. In 2007, once again there was improvement; the eighth graders scored in the 72nd percentile in reading. Just this past year, in the spring of 2008, our eighth graders scored in the 77th percentile in reading, higher than 77% of students and putting our school in the top 10% nationally.

The trend noted above has occurred with our students' math scores as well. The eighth graders scored at the 78th percentile in 2005 and have moved up to the 93rd percentile for 2008. These trends show that SPLS is on a path of improvement and actively utilizes information gathered from test scores to better the educational environment for our students.

The standardized test scores are just one of the many indicators we use to assess and test students. In addition to standardized tests, the teachers at SPLS incorporate a challenging curriculum, a variety of assignments, and myriad classroom activities. When analyzed together, these tools provide us with a complete picture of each student.

2. Using Assessment Results:

At SPLS we use a variety of assessment tools to assist in meeting the needs of our students. We began using the ITBS as an assessment tool in the spring of 2004. To better meet the needs of students and teachers, we moved to a fall testing schedule. Fall testing allows teachers the best opportunity to diagnose students' strengths and weaknesses and learning styles, and in turn, apply this information to adjust instructional

methods and curriculum. Test results are utilized by teachers, the school counselor, the focused learning director, and administration to identify each student's areas of relative strength and weakness in subject areas, and to monitor year-to-year growth in the basic skills.

Along with the ITBS and CogAT tests, we use a number of other assessments to measure student progress. Many of the assessment tools are designed by teachers in conjunction with their fellow grade level teachers and their departments. However, in addition to those grade level and department assessments, we also have a number of school-wide assessment tools which are used both inside and outside of the classroom setting. In the area of language arts, these include the "Dynamic Indicators of Basic Early Literacy Skills," "Phoneme Segmentation," "Accelerated Reading," and "STAR Reading" assessments. In mathematics, these include the "STAR Math" assessments and "Timed Fact" tests.

SPLS teachers analyze data from these various assessments regularly. In addition to formal meetings teachers have each year to discuss the ITBS scores, teachers have weekly department meetings and monthly in-services at which assessments and assessment results are discussed. School administrators, along with the school counselor and focused learning director attend, observe, and take part in these meetings, and in turn meet and work together to better the assessments and meet students needs as determined by the results of these varied assessments.

3. Communicating Assessment Results:

SPLS does a remarkable job of communicating consistently with our parents, students, and community about student performance and assessments. This communication begins in August of each academic year. The entire church, school, preschool, and day care staff meets every August and each division of the ministry has an opportunity to present information. When the school shares, we are sure to highlight the terrific performance of our students and their outstanding assessment results.

As the academic year gets underway, communication continues. Parents are invited to a meet-and-greet, a back-to-school night, and two open houses. At each of these events, information regarding upcoming assignments, projects, and assessments is given to parents. Information is also available for parents on our website, through Monday mailings, monthly newsletters, and our annual report. This year, with the change to a fall testing format, it was important to provide parents with even more communication. This communication occurred through the standard means listed above, but also occurred at some of our parenting nights, and through "SchoolReach" phone calls and emails.

Our parents have the option to meet regularly with teachers and some choose this option while others use the option of checking performance online with "Edline." Either way, communication regarding performance and assessment results is being communicated to parents. Furthermore, at the end of the 1st quarter, parents are asked to schedule formal meetings with teachers. Due to the timing of these conferences, teachers are able to discuss student performance and the ITBS assessment.

To reach out to the broader community, we are able to share student performance data through relationships we've built by joining our local Chamber of Commerce. Also, at least once a month at Sunday chapel services, there are announcements made concerning the school and general student progress.

4. Sharing Success:

SPLS is one of the largest Lutheran Schools in the Lutheran Church Missouri Synod (LCMS) and the Pacific Southwest District (PSD). Being one of the largest schools, both in our number of students and in our physical size, affords us numerous opportunities each year to host conferences, workshops, and sporting events for

both public and private schools. These activities in turn provide our school with a platform from which we can provide other schools and the community aware of our students' accomplishments.

Furthermore, being a larger campus with a significant number of teachers we have the opportunity to host several student teachers each year. We supply them with a quality educational setting, and work to assist them in developing skills and knowledge that they can take and share at other schools, hopefully in the effort of furthering those schools in their own progress towards becoming Blue Ribbon Schools.

Our school administrators are members of both the Orange County Lutheran Principals' Association and the Principals of Large Schools Association. These associations have regular meetings at which stories of student and school success, and new ideas are shared. Our school leadership team has been able to share and present at some of the events these associations offer.

Each year our entire staff attends a three-day conference together, along with the staff of each school in the Pacific Southwest District, which includes Hawaii, California, Nevada, and Arizona. These conferences offer a number of professional growth workshops and many of our teachers have chosen to present at these workshops. Furthermore, there are a couple of large assemblies at the conference, at which schools are recognized for the accomplishments of their staff and students. Through local, regional, and national events Blue Ribbon status will be recognized and shared throughout the district, synod, and nation.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At SPLS, all students receive an education that exceeds state and National Lutheran School Association standards. Each teacher strives to differentiate instruction to meet the needs of all students at SPLS.

Religion: SPLS emphasizes the Christian faith through faith based lessons, daily devotions, reading of Scripture, and daily prayer. Students participate in chapel weekly; students read scripture and plan services. All students sing God's praises in church services as well as the celebration of advent. The majority of our eighth grade students participate in Confirmation.

Science: A focused well rounded science curriculum is supported by problem solving, general knowledge and hands on activities in science grades Kindergarten through Eighth. Grade Seven explores the universe in a three day Astro Camp experience as well as participation by Seventh and Eighth in the Science Olympics. The use of experiments and a comprehensive interactive science program enrich our students in science.

Math: Students at SPLS are challenged daily with various mathematical lessons, including: calculations, problem solving, algebraic functions, and mathematical reasoning. Students in grades one through eight receive individualized instruction, accomplished through an "Accelerated Math" program. All students are assessed through "STAR Math" while the 6th and 7th grade students are further analyzed based on their "Cal State Fullerton Algebra Readiness Test" performance. Math placement at SPLS is based on standardized tests, readiness tests, and class performance. We offer various math courses up to the level of geometry.

Language Arts: SPLS incorporates a complete language arts program which includes phonics, grammar, reading comprehension, critical thinking, and spelling. Primary focuses on Phonics with the enrichment of novels beginning in the third grade. Participation in the Spelling Bee in grades 4-8 allows students to compete and further enhance their language exposure.

Social Studies: A well rounded and standards based social studies curriculum is supported by a sixth grade on-campus field trip titled, "A Walk through Ancient Times," as well as an eighth grade trip to Washington D.C. Kindergarten through Eighth grade daily lessons and projects reflect social interaction and knowledge of social studies.

Spanish: The Spanish curriculum is designed to provide students with the skills they need to create language for communication, as well as introduce cultures from the Spanish-speaking world. Students in grades 7 and 8 are introduced to many simple yet realistic communicative topics to get them speaking Spanish immediately, such as greetings, farewells, courteous expressions, requesting and giving information, counting, ordering things, finding out the price, and so forth. As lessons progress, students are introduced to basic structural aspects of the Spanish language such as ending manipulation: differentiating between talking about themselves, someone else directly, or someone else indirectly. Students are also taught to use and understand the various tenses.

The Arts: SPLS employs a full time choir and band teacher. The students interested in band receive instruction beginning in grade 3 and perform in chapel and concerts throughout the year. There is a school choir for each grade level and each choir has a public performance at least once quarterly in addition to Advent service at which they perform along with another grade level. There is also a school musical at which students in grades 6 through 8 perform. Art is taught at each grade level and along with many individual art activities, a program called "Art Masters" is utilized.

Physical Education: PE is required and participated in by all students. Students have the opportunity to learn about nutrition, wellness, competitive sports, and conditioning. Students are also offered the opportunity to compete in a variety of intramural and competitive sporting activities. Just this year, we added a “Spirit Leaders” (cheerleading) team.

2a. (Elementary Schools) Reading:

Every grade level at SPLS, from kindergarten through eighth, has reading curriculum in place. This curriculum is based on published materials and supplemented with in-house resources, lessons, and activities. Our reading instruction at the kindergarten level is phonetically based and built on a foundation of the letter books from Lippincott Publishing. It is further enhanced by vocabulary and comprehension activities.

The Houghton Mifflin series, which students in grades one through five use, was chosen after a careful review by teachers and administrators of the available offerings. The series assists teachers in effectively combining the essential elements of reading enhancement, including vocabulary and comprehension. In combination with the published series, various short stories, poems, and novels are used to supplement the reading experiences for the students.

Once students reach grade six, our subject area specialists in reading incorporate a novel-based approach with supplemental material developed in-house, various poems, and a plethora of short stories. Our subject area specialists and administration have found that the novel-based approach serves to broaden students’ exposure to literature, increase their desire to read, and effectively ready them for high school English experiences.

All students in grades kindergarten through eight have the opportunity to complete book reports throughout the year which vary in form by grade level, participate in Readers’ Theatre events, make use of our large and modern school library at minimum once per week, and participate in the Accelerated Reading program which rewards them for reading.

Throughout the school year, students are assessed on their reading and comprehension skills through the Qualls, EasyCBM, Dibels, and Read Naturally tests and assessments. Students that appear to be in need of additional assistance or enrichment are further assessed by our Focused Learning Director, School Counselor, and Speech Therapist, and given the extra accommodations they require.

2b. (Secondary Schools) English:

3. Additional Curriculum Area:

Technological instruction is not simply an area of the curriculum at SPLS; rather, along with having a required computer class for all students, technology is integrated into every subject we teach and utilized by both staff and students throughout the school day. In addition to a full time Director of Technology, two modern computer labs, and a wireless campus, SPLS has a variety of other technological tools that teachers use on a regular basis to assist students in gaining essential skills.

SPLS’s two computer labs are complete with modern hardware and software. Students are instructed in the use of “Computer Classroom” beginning in Kindergarten and begin using “Type to Learn” and “MS Office 2007” in 2nd grade. As students advance in grade level, they are exposed to increasingly advanced software including “Windows Movie Maker” and “Audacity.” Beginning in 2nd grade, students create their own personalized “PowerPoint” presentations and by the time they reach middle school are creating their own audio and video presentations. In addition to the tools listed above, all students have access to a variety of reading, vocabulary, and math programs.

SPLS has four classroom sets of Renaissance Responders which are used to provide feedback instantly to teachers as students respond to questions. In addition to the Responders, Neopads are incorporated into instruction at SPLS, allowing students to take notes, write essays, and complete other work whether they are in the classroom or on a field trip. Every classroom at St. Paul's has a teacher computer, a projector, a television, and at least one student computer. Teachers incorporate "Discovery Streaming" clips to add to their instruction. In addition to the resources listed, we currently have seven interactive white boards in our classrooms and are in the process of adding more.

4. Instructional Methods:

SPLS recognizes that each of its students has individual gifts and needs. As a result, differentiated instruction begins in the general education classrooms. The teachers are encouraged to use and implement a variety of instructional models throughout the day. Teachers vary the instruction from PowerPoint lectures and small group discussions to collaborative projects and individual assessments. Multimodal instructional strategies are used to address multiple intelligences and keep all students engaged. Higher-level thinking is encouraged through questioning strategies and the evaluations the teachers use.

When a student at SPLS demonstrates an academic need, a Student Support Team (SST) reviews the student's case and recommends appropriate support. Instructional aides or peer tutors may work one-on-one with students that need assistance in improving their word recognition, reading fluency, or recalling math facts. If a student exhibits a still greater need for explicit instruction in a subject area, the student may join the Focused Learning program which provides intensive individualized and small group instruction in content area subjects and critical thinking skills.

The Focus Learning program also exists to support the students at SPLS who demonstrate a need for instruction above and beyond the standard curriculum. Students are immersed in units centering on politics, biomes, cultures, and human relations. Students are encouraged to analyze, synthesize, and evaluate their knowledge in these areas. In addition to enrichment in academic areas, SPLS offers an after-school band program and chess club.

The differentiated instruction is based on a variety of assessments that teachers use to determine which teaching strategies most effectively meet the needs of their students. Norm-referenced assessments like the Iowa Tests of Basic Skills are used, as well as criterion-referenced assessments like the Dynamic Indicators of Basic Early Literacy Skills. In addition, students are informally assessed through journal writing, classroom observations, and oral participation.

5. Professional Development:

St. Paul's Lutheran School works to provide and encourage professional development in a number of areas including active learning, problem solving, communication, and collaboration. All of SPLS's teachers have prepared themselves by completing a teacher education program and over 75% of SPLS teachers have completed a Masters degree or have at least 18 units past their graduate degree. Furthermore, teachers undergo annual review of their training and skills. In addition to the review, teachers meet regularly to discuss goals with fellow grade level teachers, their department chairs, and with members of school administration. The end result is a solid team of educators committed to the success of the students.

SPLS provides regularly scheduled staff meetings and in-service opportunities. Staff meetings occur at least once per month and in-service days occur throughout the school year, before the school year begins, and for two days at the close of each school year. In addition, by way of modeling and through offering monetary assistance, SPLS's administration encourages its staff to attend workshops and conferences designed to

enhance instruction. The entire staff attends a three-day conference in the fall, at which various educational workshops are offered and the staff is able to come together as a student-centered community.

In addition to the workshops and conferences that are offered off-campus, and the guest speakers that are brought in to speak at various in-service events, SPLS has a number of qualified staff members that assist in the professional development of their colleagues. For example, St. Paul's School Counselor and Focus Learning Director just recently provided the staff with an on-campus three-hour workshop covering Response to Intervention strategies.

The professional development plan we have in place allows for ongoing improvement and assessment, and directly results in an improved academic environment for our students.

6. School Leadership:

Quality programs require review, research, and strategies that not only meet today's demands, but are formulated to meet the needs of the whole child. With that in mind, the leadership at St. Paul's is a partnership, a collaborative structure deliberately designed for school unity. Our philosophy of leadership includes more than just our professional staff; it includes parents, students, neighbors, and business partners. The leadership team reviews and is monitored by congregational members, boards, parents, students, staff, and accreditation agencies and any gaps are filled that would otherwise hinder the development of the child.

The Principal works closely with various staff members, parents, and groups to create added value for ongoing school improvement. The vision is to expand and enhance all aspects of the ministry, including human resources, physical resources, facility resources, program resources, and spiritual resources.

Positive improvement is displayed through the granting of a six year clear by the Western Association of Schools and Colleges. Meaningful teamwork, clear measurable goals, and the regular collection and analysis of performance data allowed this success to take place and were cited as positive aspects of the school by the visiting committee. The process involves working collaboratively with staff and teachers to identify discrepancies between current and desired outcomes, setting and prioritizing both short and long term goals, and developing monitoring strategies aimed at assessing whether or not the desired outcomes are being realized.

The Principal ensures that staff development needs are identified and aligned with school improvement priorities and furthermore, that these needs are addressed with appropriate professional learning opportunities. The leadership structure has evolved as school enrollment increased and staff grew to accommodate that increased enrollment. The Principal must be and is intentional in delegating key leadership roles to the expanded leadership team while maintaining communication and a focus on the vision.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Lutheran
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$5345</u>	<u>\$5345</u>	<u>\$5345</u>	<u>\$5345</u>	<u>\$5345</u>	<u>\$5345</u>
K	1st	2nd	3rd	4th	5th

<u>\$5345</u>	<u>\$5345</u>	<u>\$5345</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th

<u>\$0</u>	<u>\$0</u>
12th	Other

4. What is the educational cost per student? \$ 5500 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1500
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
13 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
100 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 1 Test: ITBS
 Edition/Publication Year: 2001 Publisher: Riverside Publishing
 Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	79	70	76	80	72
Number of students tested	70	58	79	53	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 1 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	84	77	82	86	78
Number of students tested	70	58	79	53	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 2 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	71	73	81	72	70
Number of students tested	60	74	55	54	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 2 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	72	73	80	73	74
Number of students tested	60	74	55	54	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 3 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	73	85	77	76	82
Number of students tested	76	59	51	68	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 3 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	74	83	75	78	79
Number of students tested	76	59	51	68	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 4 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	77	71	75	72	81
Number of students tested	64	55	75	47	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 4 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	84	72	79	73	86
Number of students tested	64	55	75	47	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 5 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	61	69	74	74	67
Number of students tested	63	76	59	56	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 5 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	70	79	77	80	71
Number of students tested	63	76	59	56	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 6 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	68	71	76	70	65
Number of students tested	78	59	66	71	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 6 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	73	73	77	63	63
Number of students tested	78	59	66	71	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 7 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	72	81	76	75	67
Number of students tested	62	68	80	56	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 7 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	75	86	73	71	67
Number of students tested	62	68	80	56	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 8 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	77	72	66	67	73
Number of students tested	72	80	63	68	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 8 Test: ITBS
Edition/Publication Year: 2001 Publisher: Riverside Publishing
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	77	72	67	63	71
Number of students tested	72	80	63	68	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

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