

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

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

Official School Name: Valley Christian Elementary School  
(As it should appear in the official records)

School Mailing Address: 7500 Inspiration Drive  
(If address is P.O. Box, also include street address)

Dublin CA 94568-2838  
City State Zip

Tel. ( 925 ) 560-6270 Fax ( 925 ) 828-6725

Website/URL www.dublinvcc.org E-mail jbayles@dublinvcc.org

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

Jeri Schall 12/16/03  
(Principal's Signature) Date

Name of Superintendent\* NA  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Private School Tel. ( 925 ) 560-6270

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

NA 12/16/03  
(Superintendent's Signature) Date

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

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

Mrs. Patrice Van Dussen 12/16/03  
(School Board President's/Chairperson's Signature) Date

## **PART I - ELIGIBILITY CERTIFICATION**

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

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

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

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: \_\_\_\_\_ Elementary schools  
 \_\_\_\_\_ Middle schools  
 \_\_\_\_\_ Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ Other (Briefly explain)  
 NA  
 \_\_\_\_\_ TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_  
 NA  
 Average State Per Pupil Expenditure: \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:  
 Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
- 9
4. \_\_\_\_\_ Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	42	38	<b>80</b>	<b>7</b>	NA		
<b>1</b>	38	40	<b>78</b>	<b>8</b>	NA		
<b>2</b>	43	51	<b>94</b>	<b>9</b>	NA		
<b>3</b>	55	62	<b>117</b>	<b>10</b>	NA		
<b>4</b>	54	52	<b>106</b>	<b>11</b>	NA		
<b>5</b>	55	61	<b>116</b>	<b>12</b>	NA		
<b>6</b>	41	49	<b>90</b>	Other	NA		
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>681</b>

6. Racial/ethnic composition of the students in the school: 71% % White  
6% % Black or African American  
6% % Hispanic or Latino  
16% % Asian/Pacific Islander  
1% % American Indian/Alaskan Native  
**100% Total**

7. Student turnover, or mobility rate, during the past year: 6.7 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	47
(4)	Total number of students in the school as of October 1	701
(5)	Subtotal in row (3) divided by total in row (4)	.067
(6)	Amount in row (5) multiplied by 100	6.7

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

Number of languages represented: 6

Specify languages: Chinese, Japanese, Korean, Russian, Spanish and Tagalog

9. Students eligible for free/reduced-priced meals: .004 %

3 Total Number Students Who Qualify

If this method does not produce a reasonably 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: 0 %

0 Total Number of Students Served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>0</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>29</u>	<u>          </u>
Special resource teachers/specialists	<u>12</u>	<u>          </u>
Paraprofessionals	<u>13</u>	<u>          </u>
Support staff	<u>8</u>	<u>10</u>
Total number	<u>64</u>	<u>          </u>

12. Average school student-“classroom teacher” ratio: 23

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.5%	97.5%	96%	95.5%	96%
Daily teacher attendance	90%	91%	90%	90%	89%
Teacher turnover rate	20%	13%	7%	17%	10%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

### **PART III – SUMMARY**

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

“Excellence in education, quality in personal character, commitment to Christian faith” has been the motto and goal of Valley Christian Elementary School in Dublin, California, since its inception in 1970. The school began with just 70 students in Kindergarten through 6<sup>th</sup> grade. Because of early academic success and a desire to meet the needs of a growing student population, Valley Christian Elementary School expanded its program to include seventh and eighth grades. By 1978, 355 students attended Valley Christian. For almost 20 years, the school rented a local elementary campus. By 1991, due to continued growth and to avoid overcrowding, the seventh and eighth grade students were moved to their own facility. Five years later, Valley Christian Elementary School completed the construction of a new facility. That fall, just over 680 students were enrolled. Even with the downturn in the economy, the enrollment has remained steady.

New buildings and increased enrollment are only a small party of the story. The aim of Valley Christian elementary has always been to present the educational process in a manner that meets the academic, social, physical, emotional and spiritual needs of the individual child and brings honor and glory to God. In order to meet this challenge, the school has evolved and expanded the programs and teaching methods available. As a developmental school, all children who apply are assessed and evaluated to assure proper classroom placement.

Attendance at Valley Christian Elementary School is a family affair. Then, as now, parents played a vital role in meeting the educational and spiritual needs of the students. A plethora of opportunities exist for parents and extended family members to volunteer in the classrooms, attend social activities, share expertise and serve with the Parent Teacher Fellowship organization. Because of the close proximity of the Valley Christian junior and senior high schools, older students serve as reading buddies, after school childcare supervisors and tutors for younger students. A positive learning environment exists in which the children feel safe and secure both emotionally and physically, unafraid to grow and expand. Because of this, each child becomes enabled to reach his God given potential physically, academically, mentally and spiritually.

Many awards and citations are received each year by Valley Christian students for their achievements with Math Olympics, Alameda County Fair, Dublin Women's League Art Contest, Patriotic Essay, and two stock market contests sponsored by a local newspaper. Fifth grade students have won recognition for their participation in the California Writer's Club Contest. The choir has won numerous awards for presentations at the ACSI Choral Festival. Each year children in 2<sup>nd</sup> through 6<sup>th</sup> grade receive ribbons for their achievements at the ACSI Academic Meet which provides opportunities to demonstrate ability in math, spelling, memorization, dramatic presentations and speech. Community awareness is also an integral part of the

education at Valley Christian. Students conduct projects to benefit local food banks, family crisis centers, women's shelters, Operation Christmas Child, schools in need of supplies and Oakland Children's Hospital.

At Valley Christian, the nurturing of the whole child is attended to so that when they leave our facility they have the head knowledge and the heart skills to become a valuable member of society.

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

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

In April of each year, the students at Valley Christian Elementary School take the Stanford Achievement Test. Many types of scores are used to report the test results. The Association of Christian Schools International uses the following types of scores to report Stanford 10 test results:

**Number Correct or Raw Score** (Shows the number of questions answered correctly by the student)

**National Percentile Rank** (Indicates how a student compares with other students across the nation, in the same grade level, who took the test at a comparable time)

**National Stanine** (Groups performance into scores that range from 1-9. Scores of 1-3 reflect below-average performance. Scores of 4-6 reflect average performance. Scores of 7-9 reflect above average performance)

**Grade Equivalents** (Represents the average performance of students tested in a given month of the school year. As an example, if a second grader scored a 5.8 on the mathematics test, this would not mean that the child mastered 5<sup>th</sup> grade mathematics, but rather that he or she achieved a score equivalent to the average score that would be achieved by 5<sup>th</sup> graders taking the same 2<sup>nd</sup> grade level test during the 8<sup>th</sup> month of their school year)

**Scaled Score** (Ranging from 1-999, these scores are used for comparing performance when different levels of the test have been administered)

The most significant for us for purposes of comparison is the "National Percentile Rank". The national percentile ranks tells us how our students' scores compare with the scores of other students who are in the same grade and took the test at approximately the same time during the school year. The norm is set by the reference group which is in this case is the nation. The scores are reported in a range of 1 to 99. A score of 50 indicates average performance.

The results of the SAT 10, taken in April of 2003, tell us that 86% of all the kindergarten through sixth grade students at Valley Christian who took this test, scored at or above the 50<sup>th</sup> percentile in reading. On the same test, 89% of all students tested in kindergarten through sixth grade scored at or above the 50<sup>th</sup> percentile in mathematics. In these areas, an overwhelming majority of our students scored higher than the average student in the United States.

More specifically, the reading test in sixth grade is comprised of two subtests, Comprehension and Vocabulary. The results of these tests are averaged in the score is reported as a Total Reading assessment. In math, the subtests are Math Procedures and math problem solving. A Total Math score reports the average score of these subtests. In 2002, the Total Reading score for sixth grade students at Valley Christian Elementary School was in the 86<sup>th</sup> percentile. Compared to the national norm (50<sup>th</sup> percentile), this means that our sixth graders as a composite group scored higher than 86% of the students of the same grade level nationally. In math, the

percentile score was 89 which, means that in this category, our sixth graders scored higher than 89% of the students of the same grade level nationally when compared to the national norm.

The results of the test indicate to us that our teaching strategies and curriculum are effective in facilitating mastery of grade level concepts by our students. Each year, as we examine the scores, we are able to measure the progress our students have made, strategize, set goals for the future in specific academic areas, and implement new programs.

## **For Public and Private Schools**

### **2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

Kindergarten and first grade applicants take the Developmental Readiness Scale, while 2<sup>nd</sup> through 6<sup>th</sup> grade applicants take the SAT 10 for the purpose of determining whether or not they are ready for the grade in which they are applying. All students take the SAT 10 every April. In addition, the Otis Lennon School Ability Test, which assesses reasoning ability, is given to all 3<sup>rd</sup> and 5<sup>th</sup> graders. This is in addition to authentic assessments that accompany the curriculum.

The administrative and teaching staff reviews all test results. Scores in specific subcategories are analyzed and evaluated in relation to the curriculum so that areas of weakness may be identified and addressed within the confines of the curriculum. When indicated, altering or supplementing the curriculum in specific areas is facilitated.

After reviewing the test data, we realized that a small percentage of our students were determined to have average to above average aptitude but their academic performance did not reflect their abilities. Outside diagnostic testing indicated that these students had specific learning differences, which required a specialized form of instruction. To address this need, the TECH (Taking Each Child Higher) program was implemented. This program provides a small classroom environment, maximum of twelve students, with a teacher and a full time aid. The student teacher ratio provides the opportunity for individualized attention and effective multi-sensory instruction. Test results are also one part of the assessment used to place 4<sup>th</sup>-6<sup>th</sup> grade students in our gifted program.

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

At least once a week, all graded assignments as well as test results are sent home in individual student packets. These portfolios also contain information on student behavior and missing or incomplete work. Parents acknowledge receiving this information by signing the weekly progress report and returning it to school. If a parent teacher conference is necessary, it is indicated in this packet. Progress reports are distributed mid-quarter and report cards are sent at the end of each quarter. Parents attend Parent Teacher Conferences at the end of the first quarter. In June, parents meet with teachers to discuss the results of the SAT 10.

SAT 10 scores by grade level are included in the information packets given to prospective families. This information is also published once a year in the school and church newsletter. Student accomplishments are highlighted in our monthly newsletter.

Parents have access to individual student grades on the Internet via Power School software. In addition, teachers may be contacted through email or phone calls. Weekly grade level newsletters inform parents of daily assignments, long term projects, exams and special events. A high priority is placed on communication between the staff and parents. Teachers welcome and encourage an ongoing dialogue between themselves and the parents.

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

Every year the staff attends the Association of Christian Schools International (ACSI) Teachers' Convention in Sacramento. During this meeting, there are ample opportunities to share the successes of our school with other educators through round table discussions, open forums, and in the spirit of camaraderie. Many of our instructors have been presenters during this event.

Valley Christian Elementary School has also hosted numerous student teachers from California State University at Hayward, St. Mary's College, and Heritage Christian College. One of our administrators serves as a member of the Dean's Council for the Gevirtz Graduate School of Education at UCSB. Quarterly meetings with other educators provide opportunities to share information about the school. Another administrator interfaces on a regular basis with other educational professionals through her continuing doctoral program at George Fox University. Administrators also share information with other schools at the annual ACSI administrative conference.

Since we are not in competition but serve as a compliment to other schools in our area, we frequently share and/or request information about the programs offered. However, our most valuable provider of information is within our own school family. Families currently enrolled refer the majority of new students to VCES.

## **PART V – CURRICULUM AND INSTRUCTION**

- 1. Describe in one page the school’s curriculum. Outline in several sentences the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions (foreign language instruction as a part of the regular is an eligibility requirement for middle, junior high, high schools, and elementary schools in grades seven and higher).**

The curriculum at Valley Christian Elementary encompasses seven basic subjects; English, reading, math, science, history, spelling, and Bible. In addition, the children attend classes in physical education or motor perception, computer science, music, and art. FAME (Fine Arts Mini Experience) is presented to all of our students seven times a year. Children may also participate in band, ballet, choir and/or Spanish as an extracurricular activity, offered after school.

Beginning in third grade and continuing through sixth grade, students are grouped by ability and need in math. Each class covers the same curriculum but it is taught at a pace and in a way that addresses a student’s specific learning style. For children who need remediation in math and/or reading, a pull out program is available for these students. Valley Christian Elementary also offers TAG (Talented and Gifted) classes in math and English for students who have scored in the gifted range on the Otis Lennon and demonstrated above average capabilities on standardized tests and in their classroom work. Children with identified learning differences in grades first through fourth are placed in the TECH (Taking Each Child Higher) class with a teacher, aid and twelve students. Again, the same curriculum is used but is taught in a way that best enables academic success for these children so that no child is left behind.

At Valley Christian Elementary School, not all of the education takes place in the classroom. Our students are presented with a myriad of opportunities to experience their textbook learning in the real world. During the year, our classrooms visit the tide pools, the San Francisco Symphony, San Juan Bautista mission, local farms and ecological gardens, programs offered by the University of California at Berkley, and the Lawrence Livermore Lab, to name a few. The fourth graders visit the state capitol and the sixth graders spend a week at science camp. These experiences are valuable supplements to a demanding curriculum and instill in the students a desire to learn.

The path to matriculation may be different for each student but the goals are the same for each one:

To master fundamental training in reading, writing, math, science and history

To develop creative, critical and independent thinking skills so that the student can participate and contribute intelligently to our society

To stimulate interest in art, literature, music, and drama

To develop attitudes and abilities which will enable the individual to be adaptable within an environment of constant change

To provide opportunities for service to others and to God

To teach qualities consistent with good citizenship,

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

The key to Valley Christian Elementary School's success in reading lies in its phonics based approach to reading. By developing phonemic awareness, the students possess the keys needed to unlock the meaning of the printed symbols. Kindergarten uses Beginning to Read, Write and Listen by Macmillan/McGraw-Hill along with Zoo Phonics. The structured format boosts confidence in the students, which in turn manifests itself in a love for reading. First through sixth grade uses the Scott Foresman reading series. First grade teachers provide additional phonics practice with Explode the Code.

This is the third year we have used Scott Foresman as our primary source of reading instruction. The series was chosen because of its emphasis on phonics. Also, the quality of the literature and the story content was in keeping with the Christian principles, which are taught at VCES. This program provides valuable assessment tools throughout the curriculum, which enables us to evaluate their progress during the year and prior to the administration of the SAT 10.

In addition to the basic curriculum, our students read chapter books and age appropriate novels. They participate in "Book-It", a reading incentive program sponsored by Pizza Hut. Parents and aids work with individual students and small groups on developing good reading skills. Many classrooms supplement the reading program with SRA. Sixth grade also utilizes the Accelerated Reader program. Older children serve as "Reading Buddies" to younger children. Our goal is to develop excellent reading skills in our students so that they will become adults with a life long love for reading. Since we are able to draw from a wide variety of pedagogical resources, it allows us to successfully develop a reading curriculum to meet the needs of all types of learners.

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

Valley Christian Elementary School never embraced the Whole Language concept of education, which was very popular in California. However, we did feel that our writing program was lacking in strength and consistency. Two years ago, the school adopted a program called Write Reflections. This program is designed to teach expository and narrative writing to elementary

age students. Persuasive writing is added in the intermediate grades. The goal of the program is to teach all students to write focused, organized, and detailed essays by fourth grade. Each grade level is expected to master a series of skills by the end of the year and build on them each subsequent year. Because the program is developmental in nature, it can be tailored to fit the capabilities and talents of each child.

This writing curriculum teaches the students to plan and organize before they begin writing. A webbing system is used at all grade levels to teach expository writing or any type of writing which requires a five-paragraph format. A color coded system serves as a guideline in the prewrite phase. For narrative writing, a BMMME (beginning, middle, middle, middle, ending) organizer is used. The writing process is taught in five stages: prewrite, writing, editing, revising, and sharing.

The program is successful in developing good writers because the teachers at each grade level model the steps for writing during the presentation of the lesson. Emphasis is placed on motivating the students so that they want to write. The color coding helps students who are visual learners. The specific guidelines of the program are quickly learned, which then enable the students to concentrate their efforts on the creative process of writing. As with math and reading, which are “building block” subjects, Write Reflections provides a sequential and comprehensive method for teaching writing.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

In the interest of developing critical thinking and problem solving skills, lessons are taught using all of the modalities by which children learn. Mathematics becomes more practical to students using Touch Math and a variety of math manipulatives. To enhance our phonics based reading program, phonemic awareness skills are reinforced using both audiotapes and visual clues. Science lessons are presented using a kinesthetic approach and supplemented with lab experiences. Several opportunities are given to augment history instruction. Second graders participate in Prairie Days and fifth graders experience Colonial Days, giving them a historical perspective of life during those time periods in the areas of dress, food preparation, games, school and home life and dancing.

Each year, a group of Civil War historians reenact aspects from the Civil War through dialogue and displaying original artifacts. Creating a multi-level cooperative learning experience, students go beyond the boundaries of reading children’s literature by selecting a story, writing a screen play, developing the characters and performing their original adaptation of the story.

The applications of principles taught in the classroom are reinforced by practice assignments completed at home and the availability of after school tutorials. Because children have different learning styles, it is imperative that a variety of instructional methods are used to improve student learning.

**5. Describe in one-half page the school’s professional development program and its impact on improving student achievement.**

A truly successful teacher must also be a life long learner. VCES places great emphasis on continuing education for all of our staff. Stipends are available to underwrite the cost of seminars, classes and training. After a teacher has attended a workshop or seminar, opportunities are made available to share this information with the rest of the staff. Write Reflections, the writing program used at VCES, was introduced to the faculty after one of our teachers had attended a seminar.

Every year, the faculty attends the ACSI Teachers' Convention. A wide variety of seminars are available to the staff. This year teachers participated in lectures devoted to reaching the strong willed child, those with different learning styles, ADHD, dyslexia, and multiple intelligences. Classes were also offered on developing games to assist emerging readers. In order to stay current with technological advances, many teachers attend classes, which enhance computer skills. Classroom management techniques, discipline and motivational programs have also been available. Many teachers receive college credit for the seminars they attend. One week of in-service training prior to the start of each school year is mandatory for all new and returning teachers.

Continuing education is vital for the classroom teacher in order to stay motivated and be able to incorporate new ideas into the classroom that facilitate the optimum learning environment. As the dynamics of the classroom change, so do the skills and knowledge needed to successfully facilitate even the best of curriculum. VCES values education not only for our students but also for our faculty.

**(Secondary Schools)** Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

1. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.
2. Describe in one-half page the different instructional methods the school uses to improve student learning.
3. Describe in one-half page the school's professional development program and its impact on improving student achievement.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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

Private school association(s): Association of Christian Schools International (ACSI)  
 (Give primary religious or independent association only)

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

### **Part II - Demographics**

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

<u>\$5600</u> K	<u>\$5600</u> 1 <sup>st</sup>	<u>\$5600</u> 2 <sup>nd</sup>	<u>\$5600</u> 3 <sup>rd</sup>	<u>\$5600</u> 4 <sup>th</sup>	<u>\$5600</u> 5 <sup>th</sup>
<u>\$5600</u> 6 <sup>th</sup>	\$ _____ 7 <sup>th</sup>	\$ _____ 8 <sup>th</sup>	\$ _____ 9 <sup>th</sup>	\$ _____ 10 <sup>th</sup>	\$ _____ 11 <sup>th</sup>
\$ _____ 12 <sup>th</sup>	\$ _____ Other				

2. What is the educational cost per student? \$5600  
 (School budget divided by enrollment)
3. What is the average financial aid per student? \$1400  
 (to those 2% of students receiving assistance)
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?   2   %
5. What percentage of the student body receives scholarship assistance, including tuition reduction?   2   %

