

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

Name of Principal **Dr. Kenneth Palmreuter**

Official School Name **St. John’s Lutheran School**

School Mailing Address **700 S. Franklin St**

**Denver**

City

**Colorado**

State

**80209-4505**

Zip Code+4 (9 digits total)

Tel. (303 ) 733-3777 Fax (303) 778-6070

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

\_\_\_\_\_  
(Principal’s Signature) Date \_\_\_\_\_

Name of Superintendent\* **Mr. Paul Albers**

District Name **Rocky Mountain District – LCMS** Telephone **(303) 695-8001**

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

\_\_\_\_\_  
(Superintendent’s Signature) Date \_\_\_\_\_

Name of School Board **Mr. Kirk Peterson**  
President/Chairperson \_\_\_\_\_  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
(School Board President’s/Chairperson’s Signature) Date \_\_\_\_\_

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status 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)  
 \_\_\_\_\_ 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 area  
 Suburban  
 Small city or town in a rural area  
 Rural
4. **2** Number of years the principal has been in her/his position at this school.  
**1** 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>	7	10	17	7	5	1	6
<b>1</b>	10	7	17	8	5	5	10
<b>2</b>	5	7	12	9			
<b>3</b>	6	6	12	10			
<b>4</b>	6	8	14	11			
<b>5</b>	8	7	15	12			
<b>6</b>	4	7	11	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>114</b>

6. Racial/ethnic composition of the students in the school: **84% White**  
**7% Black or African American**  
**4% Hispanic or Latino**  
**5% Asian/Pacific Islander**  
**0% American Indian/Alaskan Native**  
**100% Total**

7. Student turnover, or mobility rate, during the past year: **3.3%**

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	<b>0</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>4</b>
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	<b>4</b>
<b>(4)</b>	Total number of students in the school as of October 1	<b>120</b>
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	<b>.0333</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>3.3</b>

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

Number of languages represented: **0**  
Specify languages:

9. Students eligible for free/reduced-priced meals: **6%**

**7** 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: **1%**  
**1** Total Number of Students Served

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

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

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

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

12. Average school student-“classroom teacher” ratio: **12.67 - 1**

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
<b>Daily student attendance</b>	<b>96%</b>	<b>98%</b>	<b>96%</b>	<b>97%</b>	<b>98%</b>
<b>Daily teacher attendance</b>	<b>99.2%</b>	<b>97.5%</b>	<b>98.6%</b>	<b>98.5%</b>	<b>98.9%</b>
<b>Teacher turnover rate*</b>	<b>33.3%</b>	<b>20%</b>	<b>40%</b>	<b>33.3%</b>	<b>40%</b>
<b>Student dropout rate</b>					
<b>Student drop-off rate</b>					

\* Explanation for the high teacher turnover rate is as follows:

1. There are only eight full time classroom teachers and one part time teacher.
2. 2002-2003 One teacher became pregnant and chose to stay at home.  
One teacher was a bad choice from the beginning and mid-year a change was made.  
One teacher moved with her husband to another state.
3. 2001-2002 One teacher became pregnant and chose to stay at home.  
One teacher decided to make a career change.
4. 2000-2001 Two teachers resigned to stay at home with family.  
One teacher moved to another part of the country  
One teacher took a position with another Lutheran school.
5. 1999-2000 One new teacher chose to make a career change.  
One teacher moved away from Denver.  
One teacher became principal.
6. 1998-1999 One teacher became pregnant and chose to stay at home.  
One teacher had a one year contract.  
One teacher accepted position in another Lutheran school in another state.
7. In 2003 only one teacher left St. John's. She and her husband moved to another state where he continued his training to become a Lutheran pastor.
8. In 2004 only one teacher will be leaving St. John's. She is retiring after 35 years, 27 at St. John's.

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003. *Not applicable.*

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

## **PART III - SUMMARY**

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### **Provide a brief, coherent narrative snapshot of the school in one page.**

The mission of St. John's Lutheran Church and School is "Connecting People with Jesus." The school's purpose statement is ". . . a caring Christian learning community that inspires families to walk with Christ and challenges each student to personal excellence."

St. John's Lutheran School opened its doors to the families of the church and community in the fall of 1899 as an educational ministry of the congregation. The school has operated continuously for 103 years in central Denver. The church and school, currently located in an eighty-year-old central Denver bedroom community, is in its third facility, built in 1959, with additions and renovations in 1968 and in 2000. The school has been accredited by National Lutheran Schools since 1991, one of the first in the nation after NLSA was established. In 2005, the next self-study period, St. John's will also seek North Central Association accreditation.

St. John's Lutheran School is served by a staff of caring, gifted Christian teachers with an average of 14 years of experience who are committed to the mission of the school, to "connect people with Jesus," both children and their families, to "challenge each student to personal excellence," and to grow in their professional competence. Since St. John's believes that the child's total education is predominately influenced by the family, the church and school staff endeavor to develop close relationships with the parents through weekly school and classroom newsletters, phone calls, conferences, parent activities, and classroom helpers. Teachers actively promote and develop the school's mission by showing a genuine interest in each child, by utilizing a wide variety of group and individualized teaching methods to challenge each student to personal excellence, and by engaging an appropriate curriculum that supports the school's mission.

The core curriculum consists of Bible study, language arts, mathematics, social studies, and science. All students receive instruction in art, music, Spanish, technology, and physical education, much taught by specialists. Field trips, community resource persons, outdoor education activities, service projects, and mission activities provide a rounded educational experience.

To assist the parents and promote its mission, St. John's Lutheran School offers stimulating extended school day and summer programs. Extra curricular activities are offered to children in grades Kindergarten through eighth grade, including such activities as chess club, Pioneer girls, athletics, computer club, academic contests, fine arts activities, and academic fairs. St. John's utilizes the Denver Public Schools' "Child Find" team to identify students with special needs and receive its special education services so that no child is left behind.

The learning environment at St. John's consists of eight traditional classrooms, a large music room, art room, computer lab equipped with 2002 Dell computers with a T-1 internet connection, cafeteria and kitchen, gymnasium, and a playground with ten activity structures in addition to a playfield. The worship sanctuary is used for weekly chapel services and for choir, bell choir and drama performances.

St. John's Lutheran Church and School is served by a pastor who has a strong heart for the ministry and academics of the school and is supportive and involved with the school staff and school families. The quality of the school leadership is evident in that the principal and two teachers were recently recognized by the Rocky Mountain District as "Educators of the Year." The congregation has ultimate authority over the school, but it exercises its authority through a School Board, consisting of professional men and women with a heart for excellence in school ministry. The principal is the executive officer of the school board.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

### 1. Describe in one page the meaning of the school’s assessment.

St. John’s Lutheran School has been giving the Iowa Test of Basic Skills (ITBS), form M, to its students in late February or early March each year since 1997. The Iowa Test, designed to measure the skills and achievement of students, is used widely throughout the nation as a means of measuring the progress of individual students and groups of students by grade level. The ITBS also compares the students at St. John’s with all other students at the same grade level nationally. An additional feature of the ITBS is the comparison of the complete results of one school to the complete results of other schools in the nation.

St. John’s had, for many years, administered the ITBS to all students in grades 1-8. In 2001 the test was administered to students in grades 3-8, using as a model the Colorado Department of Education, which gives the CSAP to students starting with grade 3. In 2002 the school administered the ITBS in grades 2-8.

The ITBS is a norm-referenced achievement test. Thus, the test was developed to account for the broad range of skills and achievement of children represented in each grade level. Each of the tests in reading, language arts, mathematics, social studies, science, and information sources provides reliable and comprehensive information both about the students’ skills and about their ability to think critically.

Students, parents, and teachers all receive a print-out of the students’ performance on the test, including their performance on each of the “items” tested in each subject area on the ITBS. This provides feedback to teachers and parents, pointing out strengths and weaknesses of each student and each classroom and school. Teachers and parents utilize this information to determine the need for total classroom curriculum revisions and individual student or group adjustments. The enclosed 2002 Report of System Averages reports the results of each grade, from 2-8 in the following manner:

N - Number of students who took the test in each class. This number for St. John’s is the number of student in each class.

SS - Standard score. This number is a statistical number determined by the number of correct responses on the test.

GE - Grade Equivalent. This number uses the Standard Score and converts it to a grade equivalent of that score. Grade equivalent is the way the average student nationally in the stated grade would have scored on the test. Grade Equivalent is reported in a whole number and tenths (e.g. 6.7, meaning 6<sup>th</sup> grade and seven tenths).

National Student Norms in Percentile

This number uses the Standard Score and converts it statistically to a national percentile. For example, if the fourth grade scores in Reading (Total) is 81, this fourth grade class scored better than 80 percent of the 4<sup>th</sup> graders nationally.

National School Norms

This number uses the Standard Score and compares the scores of St. John’s Lutheran School to all other schools in the nation. Using the information from the 4<sup>th</sup> grade class of 2002, the test report form shows the class scored at the 96<sup>th</sup> percentile, meaning that this group scored better than 95percent of all other 4<sup>th</sup> grades in the nation.

Using the 2002 results, these are the St. John’s Lutheran School National **Student** Norms and the National **School** Norms.

		Grade	2	3	4	5	6	7	8	Ave.
<b>St. John’s National Student</b>	<b>Reading</b>		91	82	81	77	69	78	83	80
<b>Norms in Percentiles</b>	<b>Mathematics</b>		88	79	84	80	75	76	79	81
<b>St. John’s National School</b>	<b>Reading</b>		99	97	96	94	83	94	97	94
<b>Norms in Percentiles</b>	<b>Mathematics</b>		96	92	96	95	91	91	96	94

**2. Show in one-half page how the school uses assessment data.**

St. John's Lutheran School administrator and teachers review the results of student assessments grade by grade, subject area by subject area when the results are obtained from the scoring company. In so doing, the staff also compares one year to another to assess the differences.

The staff St. John's Lutheran School staff is committed to conducting an on-going review of the school's curriculum. As such, teachers introduce minor changes throughout the school year based on assessment review and the needs of the children. A more formal review, in which the entire faculty participates, is done every year in one curriculum area, thus reviewing the entire curriculum seven years on a rotating schedule. This more formal study includes, among other things, a review of the student standardized test scores, including an item analysis, evaluation of textbooks and other learning material, collection of sample curriculum guides, parent feed-back, and a review of high school expectations. Following the curriculum review, the principal presents a report with recommended changes, if any, to the school board of St. John's Lutheran Church and School.

Thus, the school utilizes these standardized test results to analyze the school's academic strengths and weaknesses, to determine areas where changes and improvements are necessary, and seek curriculum changes to improve the student and school performance.

**3. Describe in one-half page how the school communicates student performance.**

St. John's Lutheran School communicates student performance both formally and informally with students and parents. Teachers provide feedback to students in the classroom in such ways that range from returning papers that have been checked and graded to comments throughout the day as teacher and students interact with one another during learning activities. All returned student papers and projects are placed in a student file and are taken home every Thursday. Teachers' comments along with graded work give parents an opportunity to review the activities and performance of the students during the previous week.

Parents are invited to keep in touch with their children's teachers. Teachers' weekly newsletters invite parents to come and visit or to call them if they have special joys or concerns to share. At the same time, teachers call parents if there is a concern or special joy. Teachers keep anecdotal records. Students and parents receive report cards quarterly. Students in grades 3-8 receive mid-quarter reports. Parent teacher conferences are scheduled twice during the year, and parents are always welcome to visit the classroom.

The results of standardized test scores are given to all the parents and discussed with the students who are in the middle school. ITBS provides an item analysis individualized report form for each student, and these, along with a written explanation, helps parents understand the reports of their students. These reports are available and discussed during the third quarter parent-teacher conferences. In addition, the principal annually prepares a written summary of the results of the year's ITBS scores. This report is given to the parents, the members of the church, and those in the community who inquire about the school. This information is also taken to school fairs and other recruitment/public relations activities. This past year the school placed a sign on the school's property which reads as follows: OUR STUDENTS SCORED IN THE 94<sup>TH</sup> PERCENTILE NATIONALLY.

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

The school will share its successes in a variety of ways, both within the Lutheran community and the non-Lutheran school community. Every year the Lutheran schools in the Rocky Mountain District meet in October for a three-day conference. The conference program consists of keynote speakers and workshops. Our school staff will request to present information to the teachers and administrators at the conference. National and regional Lutheran school periodicals and monographs will highlight the success of our school. The *Lutheran Witness Reporter*, *Alight*, and *Lutheran Education* are such national media sources. Local Lutheran media interested in the success of Lutheran schools are “Peaks and Valleys” and the “Messenger.” The school will provide news articles for these publications.

Lutheran and non-Lutheran schools alike can benefit from a comprehensive report of the school’s success on its web site at [www.stjohnslutherschool.com](http://www.stjohnslutherschool.com). The school will also produce a brochure and a CD which highlights the success of St. John’s Lutheran School. These will be distributed to the community and public schools in Colorado which are now required to make available information about the non-public schools to families eligible for vouchers.

Every effort will be made to inform the school personnel and others in all of Colorado of the success of St. John’s Lutheran School by holding a news conference at the school and inviting both major newspapers and five major television stations to the news conference. The Washington Park *Profile* and the *East Washington Park News*, local newspapers, will be invited to run a feature article and pictures about St. John’s Lutheran School. The school will erect a large blue banner with the words: ST. JOHN’S LUTHERAN SCHOOL . . . recognized as a BLUE RIBBON SCHOOL by the U.S. Department of Education. A blue ribbon will surround the school building.

The principal, who serves as a consultant to Lutheran schools nationally, will help schools develop and implement school curriculum and programs, staffing criteria, staff development activities, parent participation suggestions, and school policies that foster excellence. St. John’s will be used as a model.

## PART V – CURRICULUM AND INSTRUCTION

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### 1. Describe in one page the school's curriculum.

In response to the strong commitment of the families of St. John's Lutheran School, the faculty and the School Board have built St. John's Lutheran school curriculum around challenging academic standards. It offers a strong and balanced program and equips students with the skills necessary to live as maturing, loving Christians with character and purpose.

**Bible** classes are the foundation for the school's existence. Through Bible studies, memory work, and other faith activities, the students learn God's will and His love and salvation. As the children grow in their faith, they are encouraged and taught to express that faith through prayer, worship, and service.

**Language Arts** Students at St. John's are stimulated to become fluent readers, writers, and speakers and to communicate effectively, concisely, coherently and imaginatively. They learn how to apply thinking skills to reading, writing and communicating and are taught how to obtain relevant information from a variety of media.

**Mathematics** The elementary school/middle school prepares students for higher mathematical studies. Thus, the school gives each student a basic understanding of essential math concepts and computational skills. The response to question 3 below describes the school's mathematics curriculum

**Science** Students learn that science is a study of God's orderly creation. All students are challenged to learn the concepts and knowledge of science appropriate to their developmental readiness, including scientific method, physical science, life science, and earth and space science and their interrelationship with one another and with technology. Students are taught to apply their understanding of science to practical problems in an ethical and safe manner.

**Social Science** Students learn, in an integrated social science curriculum, the relationship between people and their environment. St. John's Lutheran School is committed to helping the students accept and appreciate their history, the history of other cultures, and the relationship between resources, economics, and political systems. Students use a variety of tools and methods in social science.

**Foreign Language** Spanish is offered to students in grades K-6 with exercises and activities focused on specific vocabulary by listening, speaking, reading, singing, and writing. Children in grades 7-8 learn German as a core subject.

**Art** All students in grades K-8 receive instruction and experience in the visual arts. They learn and use visual art materials, tools, techniques, and processes and apply the principles of design and the expressive features of the visual arts. Students learn art history and the principles of analyzing and evaluating art.

**Music** All students learn the principles of music, including music theory, music appreciation, and the orchestra. Nearly all the students sing in one of the two choirs or participate in one of the two hand bell choirs, and all participate in two music/drama events each year.

**Technology** Students in K-8 receive instruction in the use of computer technology. The computer curriculum allows students to explore the computer, use educational software, learn proper keyboarding techniques, explore the internet, and use effectively Microsoft Word, Power Point, and Excel.

**Physical Education** Each student has two periods of physical education each week in addition to recess time. Students are taught movement, ball skills, age-appropriate games, strength and conditioning exercises, and individual and team sports skills.

## **2. Describe in one-half page the school's reading curriculum.**

St. John's Lutheran School has adopted the McMillan/McGraw Hill reading series for grades K-6. This is a literature-based program that addresses all the language arts, including phonics, reading, writing, and auditory and oral language skills. This series was selected because it is a holistic approach to language development, it is time-tested, it allows teachers to be creative, and its testing results affirm its strengths.

The primary grades curriculum challenges students to learn letter recognition and sounds, blending sounds into words, and reading simple stories, non-fiction, poetry, and folk tales, including multi-cultural works. Practice books provide instruction and evaluation in phonics, reading comprehension, speaking, listening, and writing skills. Teachers employ oral and written assessments to determine when and how to offer individualized instruction, small group work and guided practice. Computerized phonics and reading software programs and reading aloud to students strengthen and encourage the students' reading skills.

The curriculum in the elementary grades continues the literature-based approach. The third grade curriculum emphasizes the author's craft, utilizing an anthology of a wide variety of literature and writing styles of well-known authors of children's books. The fourth grade basal reader contains stories that can be used to teach multiculturalism, and emergent literacy. The fifth grade reader uses literature which has received awards, such as the Newberry Award. Exercises in phonics, comprehension skills and strategies, vocabulary development and writing exercises challenge the students to personal excellence. Age-appropriate novels are introduced in the elementary grades.

The middle grade curriculum is a "balanced literacy" program, which incorporates, reading, writing, grammar, and study skills. Much of the curriculum is project-based with rubric assessment. Students read and study many genres of literature, including both classroom-based reading as well as guided independent reading. The literary elements play a large role in the instruction time. Intergenerational reading projects round out the program. Handwriting, spelling, and language skills are taught both as separate subjects and as integrated parts of the entire curriculum

## **3. Describe in one-half page one other curriculum area of the school's choice.**

St. John's Lutheran School utilizes the Saxon mathematics curriculum because its content and instructional strategies challenge each student to personal excellence and provide the students with the essential skills required for success. Parents, teachers, and the School Board strongly support the use of Saxon, and results of the Iowa Test of Basic Skills confirm the effectiveness of this curriculum and approach.

In the primary grades the children begin each day with a math activity called *The Meeting*, where they learn and practice essential pre-mathematics skills. During the lesson, children learn developmentally appropriate mathematics concepts and skills. Following the lesson, children practice their skills and teachers assess their progress.

The children in the elementary and middle grades receive mathematics instruction through daily math lessons and follow-up practice exercises. A major math concept is not taught in one lesson but rather over a period of time. Continued practice gives students the experiences necessary to retain the concept and have it become a part of their long-term learning. A daily lesson will include practice with math facts, mental math, and problem-solving exercises. As soon as a new concept is introduced, it becomes a part of the students' daily work for the remainder of the year. Teachers assess their daily work and give weekly tests.

Students in the middle school have the opportunity to advance in their mathematics experiences in a variety of math classes. Eighth graders, for example, either take Algebra I, Algebra ½, or Mathematics 87, depending on their mathematical aptitude and previous success.

#### **4. Describe in one-half page the different instructional methods.**

The teachers of St. John's Lutheran School, who average 14 years of professional education experience, effectively use a variety of instructional methods to foster and strengthen learning among students, taking into account the three major learning styles of the students.

The textbooks in all classrooms serve as the most significant instructional resources in the school. They were all selected carefully so as to meet the curricular objectives of the school in harmony with its mission.

Teachers design their instruction foremost by considering the needs and the interests of the students. Generally they use formal instruction involving the entire class or smaller groups. Teachers also employ the use of projects, particularly in religion, social science, science, and occasionally mathematics to give students opportunities to learn from other sources – parents, students, internet, books, and other adults. Grade level and inter-grade cooperative learning activities allow students to work together and develop responsibilities to each other. Teacher assistants and parent volunteers give students one-on-one help.

All classrooms have computers. Students as young as Kindergarten use the internet to acquire information and gain experiences in learning. Each week all the students learn the use of technology. Primary teachers use activity centers to promote learning. All children visit the school library at least weekly and many classes have Drop Everything and Read (DEAR) time built into their weekly schedules.

Teachers use a minimum of four field trips per year to reinforce learning experiences. Community resources are brought into the classroom. A large and popular Denver park, community recreation center, swimming pool, fire house, and public library are all within walking distance of the school.

The goal of St. John's Lutheran School is to challenge each student to personal excellence and offer a school environment where learning is both stimulating and fun so that no child is left behind.

#### **5. Describe in one-half page the school's professional development program.**

St. John's Lutheran School policy states: St. John's Lutheran School teachers take pride in their profession and their competency in teaching. Thus, they . . .

- obtain and maintain their professional licensure,
- participate in organizations related to their profession,
- attend required and other professional conferences and seminars,
- continue their spiritual enrichment and growth,
- participate in in-house seminars.

The school takes the matter of staff development seriously. The teachers meet for staff development activities five days before the students arrive in the fall. The faculty meets twice a week for staff devotions in the morning and semi-weekly for 1½ hours after school. These activities always include Bible study, curriculum planning and review, national achievement testing review, and a discussion of student concerns or questions, school activities, instructional methodology, and family involvement. The staff has a monthly social activity.

Some of the major discussion topics this school year have been the following: CPR training, religion and memory curriculum review, school handbook review, policy manual review, accreditation self-study, Bible study on teamwork, achievement test review, handwriting curriculum study, and financial planning. The three school division staff members meet daily during the lunch period.

St. John's offers funding for course work toward advanced degrees and for seminars and conferences. Each teacher participates in a minimum of three days of professional staff development conferences or workshops per year.

## **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): **Lutheran Church – Missouri Synod**  
 (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 2003-2004 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$2,280</u> K	<u>\$4,000</u> 1 <sup>st</sup>	<u>\$4,000</u> 2 <sup>nd</sup>	<u>\$4,000</u> 3 <sup>rd</sup>	<u>\$4,000</u> 4 <sup>th</sup>	<u>\$4,000</u> 5 <sup>th</sup>
<u>\$4,000</u> 6 <sup>th</sup>	<u>\$4,000</u> 7 <sup>th</sup>	<u>\$4,000</u> 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?<br>(School budget divided by enrollment)                  | <b>\$5,353</b> |
| 3. What is the average financial aid per student?  | <b>\$1,144</b> |
| 4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? | <b>30%</b>     |
| 5. What percentage of the student body receives scholarship assistance, including tuition reduction?   | <b>37%</b>     |

## PART VII - ASSESSMENT RESULTS.

### ST. JOHN'S LUTHERAN SCHOOL

700 S. Franklin St.  
Denver, CO 80209

Iowa Test of Basic Skills  
Form M, 1996  
Riverside Publishing Company

National student norms are reported as percentiles.  
No students are excluded from the test.

	2002-2003	2001-2002	2000-2001
Testing Month	February	February	March
<b>Grade 8</b>			
Reading	83	66	82
Mathematics	79	67	80
Number of students tested	11	5	9
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 7</b>			
Reading	78	69	53
Mathematics	76	65	60
Number of students tested	9	12	5
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 6</b>			
Reading	69	74	67
Mathematics	75	68	61
Number of students tested	9	6	10
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 5</b>			
Reading	77	63	74
Mathematics	79	72	75
Number of students tested	12	16	10
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0

	2002-2003	2001-2002	2000-2001
Testing Month	February	February	March
<b>Grade 4</b>			
Reading	81	84	78
Mathematics	84	86	86
Number of students tested	16	12	15
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 3</b>			
Reading	82	58	73
Mathematics	79	71	62
Number of students tested	14	19	15
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Grade 2</b>			
Reading	91		72
Mathematics	88		74
Number of students tested	9		20
Percent of total students tested	100		100
Number of students excluded	0		0
Percent of students excluded	0		0
<b>Grade 1</b>			
Reading			83
Mathematics			56
Number of students tested			15
Percent of total students tested			100
Number of students excluded			0
Percent of students excluded			0