

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

Name of Head of School Mr. Chris Hahn (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Prince of Peace Christian School (Elementary/Middle School) (As it should appear in the official records)

School Mailing Address 4000 Midway Road (If address is P.O. Box, also include street address)

Carrollton Texas 75007-1903 City State Zip Code+4 (9 digits total)

Tel. (972) 447-9887 Fax (972) 447-0877

Website/URL www.popcs.net E-mail chahn@popcs.net

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.

(Head of School's Signature) Date

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

District Name Tel. ( )

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 President/Chairperson Mr. Todd Bloom (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 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)

N/A TOTAL

2. District Per Pupil Expenditure: N/A  
 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. 1\* Number of years the principal has been in her/his position at this school.  
 \*One year as Head of School, Four years as Principal in prior years, for a total of 14 years 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>	36	36	<b>72</b>	<b>7</b>	18	30	<b>48</b>
<b>1</b>	32	34	<b>66</b>	<b>8</b>	31	25	<b>56</b>
<b>2</b>	38	34	<b>72</b>	<b>9</b>	N/A	N/A	<b>N/A</b>
<b>3</b>	39	33	<b>72</b>	<b>10</b>	N/A	N/A	<b>N/A</b>
<b>4</b>	25	36	<b>61</b>	<b>11</b>	N/A	N/A	<b>N/A</b>
<b>5</b>	21	28	<b>49</b>	<b>12</b>	N/A	N/A	<b>N/A</b>
<b>6</b>	22	35	<b>57</b>	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>553</b>

6. Racial/ethnic composition of the students in the school: 87.5 % White  
3.5 % Black or African American  
3.5 % Hispanic or Latino  
5.5 % Asian/Pacific Islander  
0 % American Indian/Alaskan Native  
**100% Total**

7. Student turnover, or mobility rate, during the past year: 3.94 %

(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.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	15
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	24
(4)	Total number of students in the school as of October 1	609
(5)	Subtotal in row (3) divided by total in row (4)	0.0394
(6)	Amount in row (5) multiplied by 100	3.94

8. Limited English Proficient students in the school: 0.003 %  
2 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: Spanish, Korean

9. Students eligible for free/reduced-priced meals: 0.03 %

16 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: 12.8 %  
79\* 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>  3  </u> Autism	<u>  0  </u> Orthopedic Impairment
<u>  0  </u> Deafness	<u> 40 </u> Other Health Impaired
<u>  0  </u> Deaf-Blindness	<u> 28 </u> Specific Learning Disability
<u>  2  </u> Hearing Impairment	<u> 25 </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

\*Some students may have more than one disability, thus the total number of students served is lower than the total number of disabilities.

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>  5  </u>	<u>  0  </u>
Classroom teachers	<u> 28 </u>	<u>  2  </u>
Special resource teachers/specialists	<u>  7  </u>	<u>  9  </u>
Paraprofessionals	<u>  3  </u>	<u> 19 </u>
Support staff	<u>  9  </u>	<u>  3  </u>
Total number	<u> 58 </u>	<u> 28 </u>

12. Average school student-“classroom teacher” ratio:  19:1 

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
Daily student attendance	96.86	96.69	96.21	96.59	96.40
Daily teacher attendance	98.1	98.6	99.2	98.7	98.5
Teacher turnover rate	11.5	16.7	19.1	17.1	15.4
Student dropout rate	0	0	0	0	0
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

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

## **PART III - SUMMARY**

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Prince of Peace Christian School is a ministry of Prince of Peace Lutheran Church in Carrollton, Texas. The school was established in 1982 and serves students from preschool through the 11th grade. Prince of Peace Christian School is recognized by the Texas Education Agency through the accreditation process of the Lutheran School Accreditation Commission of the Texas District of the Lutheran Church-Missouri Synod. It has also received National Lutheran School Accreditation. The most recent accreditation renewal was given in June of 1998.

Prince of Peace is one of the largest, actively growing Christian schools in the United States. When fully complete, our student population will reach a capacity of 1000 children and young adults. The purpose of Prince of Peace Christian School is to assist parents in carrying out their responsibilities in Christian education. The Great Commission gives the body of Christ the secondary responsibility for the Christian training of all, including children. Our school is designed to provide a Christian education centered on Biblical principles. The curriculum is taught from a Christian viewpoint and integrated with Christian values. Teachers at Prince of Peace create warm, nurturing learning environments. Each teacher is committed to the encouragement and development of the God-given gifts and talents of every child. As we prepare for the future, Prince of Peace is committed to providing a broad range of learning opportunities for every child. Lower school curriculum is enriched with foreign language and fine arts programs. Middle school offers honors and remedial classes as well as foreign language, fine arts productions, and concerts. As students anticipate college experiences, Prince of Peace also offers a variety of college preparatory and advanced placement classes for high school students. Two fully equipped computer labs are utilized in the lower, middle, and high schools, with mobile labs available to middle school and high school students. The School Board and school administration team are devoted to developing educators and staff who are called to teach and serve the children and families of Prince of Peace. The educational team is active and growing in faith as members of a Christian church. Prince of Peace desires to hire teachers based on their professional knowledge and experience, and on lives that are Christ-centered, student-centered, and servant-hearted.

Prince of Peace Christian School provides a Christ-centered exemplary education equipping students and families as disciples and leaders to meet the challenges of today and the opportunities of tomorrow. As a “Christ-centered” community, Prince of Peace Christian School is committed to providing a teaching staff dedicated to the Lord and His children and studying daily Bible lessons with all students. Prince of Peace Christian School implements a curriculum that integrates Christian beliefs and understanding in all areas, while modeling faith through service, love, and kindness. An exemplary education is offered by providing a stimulating curriculum that challenges students and integrates progressive technology to prepare students for work in today’s world. Prince of Peace Christian School is committed to equipping disciples and leaders by helping students discover spiritual gifts and talents to be effective for God’s Kingdom; challenging students to improve academically, spiritually, physically, and emotionally.

Through provision of a firm foundation based on the Gospel and the understanding that prayer empowers believers, Prince of Peace students are equipped to face the challenges and opportunities of tomorrow.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### IV-1. Assessment Results

For the past five years, Prince of Peace Christian School student scores have averaged at the 90<sup>th</sup> percentile or above when compared to children across the nation in both reading and math components on the Iowa Test of Basic Skills. For example, the first grade had a percentile score of 97 in 2002 in the composite Math score from ITBS. That means that when compared to other schools, our score was a 97%, or in the top 3%, when compared to other children taking the same test at the first grade level nationally.

A summary of the results demonstrates our effectiveness in teaching the approved curriculum as demonstrated by the assessed testing scores. The scores are the combined averages of grades 1-8, from 1998-2003, using National School Norms.

<u>Testing Year</u>	<u>Composite Math Score</u>	<u>Composite Reading Score</u>
2002-03	97.0	98.4
2001-02	*	*
2000-01	93.3	96.1
1999-00	97.1	97.8
1998-99	97.0	97.8

\*The 2001-02 test was a new version, thus no national norms existed.

Prince of Peace Christian School is a school with multiple classes at each grade level. As such, we have a need to ensure quality and equity between classes at each grade level. As part of our evaluation of teacher effectiveness, scores are compared at each grade level. Our achievement test results demonstrate our commitment to quality and equity in each class, and to helping each student succeed.

Our testing results demonstrate that we effectively teach children the curriculum in both the content areas of Math and Reading. The testing results demonstrate our commitment to equity for each child. Further, the testing results show consistency and quality over a sustained period of time throughout each grade level.

### IV-2. Using Assessment Data

At Prince of Peace Christian School, assessment data is used primarily in three areas. These include:

- Assessment of curriculum
- Targeting learning gaps
- Assessment and redesign of strategies, targeting the specific standards which are not being met

Assessment data is used as an internal measurement to determine our effectiveness in teaching the approved curriculum at each grade level. Equity and quality in each classroom are ensured by an annual review of scores.

Scores are reviewed annually to target any area of the curriculum that may be deficient as demonstrated by the assessment.

An analysis is done to determine the factors causing any curriculum deficiency. Supplemental curriculum may be added to reduce or eliminate a deficient area. Instructional strategies may also be reviewed and in some cases altered to ensure a high quality educational experience.

### IV-3. Student Performance

Prince of Peace Christian School communicates student performance in many ways. Each week, students, one from each class in Grades 1-5, are recognized as the TOP POPS, the TOP Prince Of Peace

Students. Recognition may be awarded for academic, social, or behavioral achievement. TOP POPS are presented with certificates and stickers in front of the student body, have their pictures posted in the school entrance, and record messages that are played on the campus radio. TOP POPS are invited to lunch with the Head of School and have their names published in the weekly school newsletter. In addition, their grandparents receive letters from the Head of School recognizing the students' accomplishments.

Parents receive a report card of their child's academic performance each six weeks. Three-week reports are issued for any child whose average grade is below 75%.

Parent/teacher conferences are scheduled twice a year. Additionally, a parent may request a conference at any time. Many parents and teachers communicate regularly with e-mail and voice mail concerning academic or other school related issues.

The parents of each student receive a detailed summary of the Iowa Test of Basic Skills Results. The teachers and school principals are available to help parents interpret the results as needed. The grade level results are published in the school and community newspapers, school recruitment materials, and church bulletin. Additionally, the results of ITBS scores for the last five years are available for public dissemination on the school website at [www.popcs.net](http://www.popcs.net).

#### **IV-4. Success**

Prince of Peace Christian School desires to share success with all that may benefit. The curriculum is available for review on the school website at [www.popcs.net](http://www.popcs.net). Hard copies of the curriculum guides may be obtained for review in the school office. The annual accreditation report, which documents the efforts of the faculty towards continuous improvement is also available for review.

The teachers and principals are available to meet with current and prospective parents to answer questions related to curriculum, assessment data, or other school programs that are offered. School tours are conducted weekly through the admissions office, as well as three Open Houses for the public.

Teachers are encouraged to participate annually in staff development. Many teachers are regular presenters at the annual Texas District Educators Conference. Members of the Prince of Peace Christian School Staff have been presenters at national conferences and published articles related to best practice strategies and other school related issues.

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

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### **V-1. Curriculum Description**

Prince of Peace Christian School's philosophy carries out Christ's command to "make disciples" who are responsible, believing, committed followers of Jesus Christ. This is accomplished by emphasizing educational excellence, worship, witnessing, caring, and service. The school is committed to offering an exemplary education by providing a stimulating curriculum that challenges students and integrates progressive technology to prepare students for work in today's world.

Prince of Peace Christian School's (POPCS) curriculum is designed to provide a Christian education program that is centered on Biblical principles. The Religion curriculum is Christ-centered so that students have the opportunity to grow in an intimate relationship with God, our Creator. Students at every grade level participate in daily Bible lessons and weekly worship services. As knowledge is imparted, application of God's Word is expressed through concern and love in the school, home, and community. Expressions of care include projects locally for hospitals and shelters, and abroad for orphans and U.S. soldiers.

As disciples of Jesus Christ, we are commanded to read, understand, and share God's Word. Therefore, POPCS is committed to excellence in developing the skills of reading, writing, and communication because we believe these skills unlock the doors to all learning. As lifelong readers, students read for a variety of purposes and develop the skills necessary to comprehend various test structures. Writing instruction includes the use of conventional spelling, proper grammar, and content area and process writing. Receptive and expressive communication is developed when students have a solid foundation in reading, critical thinking, grammar and spelling. Communication skills include the abilities to comprehend the spoken word, follow and retain oral instruction, and use appropriate vocabulary and grammar with clarity and fluency.

POPCS believes that math is fundamental to every child's future success. Teachers engage students in a curriculum that fosters the knowledge, skills, and habits that are necessary to be active, productive learners. Lessons allow for exploration and investigation of models and manipulatives that create a relational and instrumental understanding of mathematics. Programs provide students with opportunities for individual reinforcement or extensions for the talented and gifted. Teachers use a variety of strategies to accomplish excellent mathematics outcomes for all students.

God's wondrous and awesome creation is explored through the science curriculum using the TEKS (Texas Essential Knowledge & Skills) as a standard and a variety of enrichment and supplementary materials to enhance learning. Presentations and assessments are accomplished through the three modalities: Kinesthetic - models, hands on activities in the biology and chemistry labs and science fairs; Auditory - field trips, lectures and class discussions; and Visual - journals, textbooks, virtual tours via the computer labs and use of the scientific process.

God's second commandment, "Love your neighbor as yourself," compels the faculty and students to learn about our communities, state, country and the world through the Social Studies curriculum. Elementary teachers facilitate interdisciplinary lessons in family genealogy, the re-enactment of the Westward Movement and a "Parade of Nations". Middle school students participate in historical dramas, the Geography Bee, and the Daughters of the American Revolution Essay Contest.

As Christians we believe that foreign language should be an integral part of the curriculum so that students may "Go and make disciples of all nations..." as Jesus commands in Matthew 28. At POPCS the Spanish language is taught through conversations, grammar, and cultural studies of customs and traditions. As part of the core curriculum, middle school students are required to take one year of a foreign language. Classes meet daily for fifty minutes.

God's creation is enjoyed and appreciated by teaching students to draw through a variety of methods and the use of various media utilizing the inspiration of classical and modern artists.

The POPCS computer technology program enables students to effectively develop their capabilities in a computer oriented world. Computer skills are integrated into the core curriculum through research, publishing, presentations, and art. Students are equipped with skills to solve problems, think logically, and analyze information using the computer as a tool.

## **V-2. Reading Curriculum**

At Prince of Peace Christian School we believe that phonetic-based instruction enables children to become not only successful readers but also successful spellers. Therefore, since the inception of the kindergarten program in 1982, phonics has been the hallmark of our curriculum. In 1995 we adopted *Saxon Phonics* for use in kindergarten through grade two because it includes letter sounds, letter formation, phonemes, phonetic coding symbols, high-frequency words, spelling, reading comprehension, daily written practice, and phonetic basal readers.

Upon completion of the second grade curriculum, students are proficient in phonics and progress to an anthology-based reading curriculum in grades three through five. We currently use *Invitations to Literacy* by Houghton/Mifflin. This curriculum stresses reading fluency and comprehension, and provides a spelling program based on selection vocabulary.

Students in grades three through eight are also required to read books independently. To facilitate this process, students choose selections from a list of more than 3000 titles on the *Accelerated Reader* list. Upon completion of a book the students take an individualized comprehension test using this computer program. Points are then awarded according to the reading difficulty of the book and the proficiency level as determined by the comprehension test. Students in grades three through five are required to attain a designated number of points per semester. Accelerated Reader points comprise ten percent of the Middle School Literature grade.

Students in grades one through five are encouraged to read books independently using classroom incentive programs. Programs sponsored by *Six Flags* and *Pizza Hut* allow students to win admission tickets or pizza coupons by reading a set number of books or by reading for a certain time allotment each day. *Book Cooking* is a kindergarten program which encourages reading and parent participation. Each parent selects a book from the *Book Cooking* list. The parent then reads the book to the class and helps the class prepare a snack relating to the book.

*SRA Reading Labs* are available in all grades to both remediate and enrich reading skills. Resource teachers are available to help students improve their reading skills using the *Project Read* for first and second graders and Eagle's Nest for 3<sup>rd</sup> through 5<sup>th</sup> graders.

## **V-3 Prince of Peace Christian School Physical Education Program**

"I can do all things through Christ who strengthens me," (Philippians 4:11) is the foundation upon which the Prince of Peace Christian School Physical Education curriculum is built. The Prince of Peace Physical Education program is a Christ-centered, developmentally tiered program with a continuum of physical and social activities for students, three to seventeen years of age.

Prince of Peace incorporates a "fluid" curriculum process. Curriculum activities are constantly changing, not only to reflect trends in a rapidly changing world, but to keep the activities meaningful to the students. Physical education lesson plans within a three-week period may include poi balls, Bocce, team sports, Country Western dance, jump ropes, juggling scarves, obstacle courses, CPR/First Aid, and use of laptop computers in the weight room. The Physical Education department also organizes and conducts the preschool and elementary Walk-A-Thons, Harvest Hoe-Down (school wide "partner/line dance" day), Preschool Movement Show, and Bicycle Rodeo (2<sup>nd</sup> grade – High School), as well as Elementary and Middle School Field Days.

Physical Education at Prince of Peace is considered an extension of the classroom. Close communication between the classroom teachers and the Physical Education staff insures that many "classroom" subjects are included and reinforced within physical education units. The integration of classroom and physical education instruction prepares students to think on a higher level, thus taking learning beyond the classroom and the gym. Student-centered learning dictates the use of multiple teaching techniques in order to address all learning styles and to provide each child with the opportunity to achieve mastery. Students are presented with a broad range of opportunities for individual skills mastery and participation in health, fitness, recreational, team and individual sports activities, as well as opportunities for social and emotional growth.

The use of "standards based assessment" within most units provides students with opportunities

for immediate feedback, personal goal setting, measurements of learning (classroom and gym), and documentation of mastery of skills. Skill assessments are based upon the student's individual level of maturity and development. The Physical Education department uses assessments to enhance communication between teachers, parents and administrators.

Through pursuit of physical fitness and development, Prince of Peace students learn the value of teamwork, problem solving, and goal setting. The goal of the Physical Education experience is to encourage active participation in life-long leisure and recreational activities.

#### **V-4. Instructional Methods**

Different instructional strategies used to improve student learning include: direct instruction, explanations given in small, distinct steps, purposeful teaching of reading strategies such as **RCRC** (Read, Cover, Recite, Check), and instruction in study and organizational skills. Homework assignment books are used at each grade level and homework is posted on the website. Cooperative learning groups, partnering within the classroom, and Peer Assisted Learning Strategies (PALS) are used. Modifications are made in the *rate* at which material is presented and acceleration is used when appropriate. Curriculum compacting is used in math and spelling. Bloom's taxonomy is considered when creating tests and TEKS (Texas Essential Knowledge and Skills) objectives are met at each grade level. The use of the Accelerated Reader Program, STAR testing, Saxon Phonics, and SRA, an independent program, encourages reading throughout the school.

Enrichment is provided through the introduction of problem solving, higher level thinking skills, and teaching of the creative writing process. Students identified as gifted and/or talented are provided with enhanced instruction in a pull-out program at the elementary level. They are allowed to explore new areas in depth while classroom work is compacted during the time they are absent from class. Students with learning differences or remedial needs receive intensive training in reading, math, and study skills in a small group resource program. Learning contracts are also used for students when needed for differentiation. Open-ended assessments and variation of products allow for student success. Alternative assessments are used as necessary and time requirements may be adjusted. Manipulatives, visuals, and multi-sensory experiences are used extensively in all classes. Study guides are provided well before tests. Students are allowed to use laptops and word processors when needed. The power of prayer, with and for each student, supports our school instruction.

#### **V-5. Professional Development**

Prince of Peace Christian School expects the classroom teachers and administrators to be life-long learners. The school provides financial support to teachers who pursue an advanced degree. Course work must be in an education related area in an approved degree program. The Continuing Education plan is then submitted to the Head of School for approval. Seventy-five percent (75%) of the fees and textbooks, up to \$1,000 per semester, is reimbursed upon completion of the class.

Teachers at Prince of Peace Christian School receive a minimum of two professional days per year. Three hundred dollars (\$300) per teacher is budgeted annually for professional development. Principals and Division Heads encourage and make staff aware of area and national conferences, workshops, and seminars. Announcements are posted on the staff bulletin board and in the Faculty Bulletin. Participants share new ideas, techniques, and other information with fellow teachers at division level meetings.

The result of the professional development program is a knowledgeable and motivated staff. Forty percent of the teachers at Prince of Peace Christian School have a Master's degree or beyond and five members of the staff are completing their Master's degrees at area universities. New instructional strategies and best practices are learned and reinforced as teachers attend state and national conferences. The impact of the professional development program is a community where the God-given gifts and talents of every child are encouraged and developed. The faculty's dedication and commitment to ongoing improvement is evident in the consistent, high level of achievement attained by the students at Prince of Peace Christian School.

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

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

Private school association(s): National Lutheran School Association

(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.)

$\frac{\$5,875}{\text{K}}$	$\frac{\$5,875}{1^{\text{st}}}$	$\frac{\$5,875}{2^{\text{nd}}}$	$\frac{\$5,875}{3^{\text{rd}}}$	$\frac{\$5,875}{4^{\text{th}}}$	$\frac{\$5,875}{5^{\text{th}}}$
$\frac{\$6,500}{6^{\text{th}}}$	$\frac{\$6,500}{7^{\text{th}}}$	$\frac{\$6,500}{8^{\text{th}}}$	$\frac{\$7150}{9^{\text{th}}}$	$\frac{\$7150}{10^{\text{th}}}$	$\frac{\$7150}{11^{\text{th}}}$
$\frac{\$NA}{12^{\text{th}}}$	$\frac{\$NA}{\text{Other}}$				

2. What is the educational cost per student?  
(School budget divided by enrollment) \$6,387.40
3. What is the average financial aid per student? 159.55
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2.1 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 7.3 %

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Iowa Test of Basic Skills  
K/1995, A/2000  
Riverside Publishing

Scores are reported here as percentiles.  
No students were excluded from the tests.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	February	February	March	March	February
<b>Grade 1</b>		**			
Reading	95	95	87	96	94
Mathematics	95	83	81	90	87
Number of students tested	82	82	71	66	58
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>Grade 2</b>		**			
Reading	92	90	82	93	92
Mathematics	91	90	70	94	83
Number of students tested	76	65	58	54	65
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>Grade 3</b>		**			
Reading	88	82	82	89	84
Mathematics	86	85	82	88	85
Number of students tested	70	62	55	54	71
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>Grade 4</b>		**			
Reading	84	84	85	84	88
Mathematics	84	89	83	86	84
Number of students tested	59	63	55	71	48
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>Grade 5</b>		**			
Reading	87	77	75	83	82
Mathematics	85	83	80	88	86
Number of students tested	63	54	69	48	48
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>Grade 6</b>		**			
Reading	82	80	81	85	82
Mathematics	78	78	78	84	84
Number of students tested	49	65	46	48	44
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	February	February	March	March	February
<b>Grade 7</b>		**			
Reading	84	85	85	81	81
Mathematics	79	81	74	77	82
Number of students tested	56	45	41	38	31
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>Grade 8</b>		**			
Reading	89	85	82	81	83
Mathematics	80	74	74	77	88
Number of students tested	38	40	26	26	22
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0