

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mrs. Ghada Huleis

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

Official School Name Salem Lutheran School

(As it should appear in the official records)

School Mailing Address 1211 N. Brand Blvd.

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

Glendale

CA

91202-1959

City

State

Zip Code+4 (9 digits total)

County Los Angeles

School Code Number* N/A

Telephone (818) 243-8264

Fax (818) 243-4491

Website/URL salemlutheranglendeschool.org E-mail salemschooloffice@juno.com

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* N/A

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

District Name N/A

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

Mr. Thomas F. Queally

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 December 17, 2004

**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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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
 _____ 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. 6 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK | 14 | 7 | 21 | 7 | | | |
| K | 14 | 10 | 24 | 8 | | | |
| 1 | 13 | 13 | 26 | 9 | | | |
| 2 | 9 | 17 | 26 | 10 | | | |
| 3 | 7 | 16 | 23 | 11 | | | |
| 4 | 9 | 15 | 24 | 12 | | | |
| 5 | 11 | 11 | 22 | Other | | | |
| 6 | 8 | 10 | 18 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | 184 |

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>67</u> | % White |
| <u>3</u> | % Black or African American |
| <u>13</u> | % Hispanic or Latino |
| <u>17</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 2.7%

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

| | | |
|------------|--|------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year. | 3 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 2 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 5 |
| (4) | Total number of students in the school as of October 1 (same as in #5 above) | 184 |
| (5) | Subtotal in row (3) divided by total in row (4) | .027 |
| (6) | Amount in row (5) multiplied by 100 | 2.7 |

8. Limited English Proficient students in the school: 1%
2 Total Number Limited English Proficient

Number of languages represented: 1
 Specify languages: Korean

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

Total number students who qualify: _____

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{8}{14}$ % 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> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 14 </u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> </u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </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> 1 </u> | <u> 0 </u> |
| Classroom teachers | <u> 8 </u> | <u> 0 </u> |
| Special resource teachers/specialists | <u> 0 </u> | <u> 6 </u> |
| Paraprofessionals | <u> 0 </u> | <u> 0 </u> |
| Support staff | <u> 1 </u> | <u> 9 </u> |
| Total number | <u> 10 </u> | <u> 15 </u> |

12. Average school student-“classroom teacher” ratio: 23:1

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.)

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 97% | 98% | 97% | 98% | 99% |
| Daily teacher attendance | 99% | 99% | 99% | 99% | 99% |
| Teacher turnover rate | 21% | 0% | 7% | 7% | 14% |
| Student dropout rate (middle/high) | % | % | % | % | % |
| Student drop-off rate (high school) | % | % | % | % | % |

PART III

Nestled in the foothills of Glendale, California, sits Salem Lutheran School. One hundred eighty four students from Junior Kindergarten through sixth grade arrive at 8:30 a.m. Beginning each day together in prayer and devotion, Salem's mission is put into action.

“The mission of Salem Lutheran School is to educate students through quality instruction emphasizing Jesus Christ as the foundation of their lives, in which their potential can be nurtured and developed as they grow in faith.”

Educating students through quality instruction is at the core of Salem's mission. Central to the reformation, which gave birth to the Lutheran church, is the belief that education of the common people is at the core of true freedom and responsible citizenship. As a result, education has been an integral part of the Lutheran expression of faith throughout its history.

Founded in 1948, Salem Lutheran School has sought to teach students using the most effective educational resources available for the last fifty-six years. At Salem, the curriculum is under constant review. Current research and curriculum revisions are examined and embraced in an ongoing effort to provide the best tools for students. It is in quality instruction, which includes high standards, that the student will stretch to achieve their academic potential.

Salem's core curriculum includes Religion, Language Arts (Phonics, Reading, Grammar, Spelling and Writing), Math, Science and Social Studies. While these subjects are taught in a self-contained classroom by the grade level teacher, specialty teachers bring their talents to the supplemental instruction of Music, Spanish, Art, Computer and Physical Education. This combination of effort has been very fruitful for Salem. Classroom teachers are afforded extra preparation time for their subjects, while very gifted specialty teachers are able to bring their talents and enthusiasm to the students. At Salem, every student can explore and find their particular passion. Ready and waiting to nurture that seed is a teacher who shares in the excitement of learning about it.

At Salem, Jesus Christ is emphasized as the foundation of students' lives. They learn from their earliest school days that they are uniquely created, unconditionally loved and gifted. Peer relationships, respect for authority, honesty, and generosity are all taught in the context of following the example of Christ. Conflict resolution is approached with the respect for one another that comes from the basic belief that all are equally valuable in God's eyes. In this way, students are given a guideline for living which they can carry with them throughout their lives.

It is the aim at Salem to nurture the potential of each individual child. In a school the size of Salem, with one classroom at each grade level, continuity of accommodation is easily achieved. Learning difficulties are identified and referred to local professionals for assessment. Successful strategies follow the students from year to year as they grow. Teachers consult and interact with specialists and one another to make sure that each child is learning to the best of their ability. Enrichment activities and growth opportunities are also an important part of Salem's approach. Supplemental resources are made available to each teacher. Classrooms are filled with opportunities for individual exploration.

As each day closes at 3:00 p.m., students join in prayers of gratitude for this special place of learning. They carry home with them the reinforcing activities that make up their daily homework. Parents and extended day care faculty greet the children and are ready to partner with the teachers to further each child's accomplishments.

PART IV.1

Salem students have consistently performed well on the Stanford Achievement Test. Test results from 2004 indicate that the typical student in the school group scored in the upper ranges for their grade level. As a group, Salem's overall performance was above the national average.

On the reading portion of the test, Salem as a whole scored in the 83rd percentile range, or near the top of the stanine ranks. Students are performing higher than 83% of the students nationally tested. Across the grade levels, reading comprehension was well above the national average with an overall score in the 80th percentile range. When each grade is considered, comprehension scores range between the 76th to the 89th percentile. Students performed well above the national average and were testing at a grade equivalency much higher than their actual grade level. All grade levels performed proficiently in vocabulary skills with a range of the 79th to the 86th percentile, indicating a strong sense of understanding words, their meanings, and their use.

Another important indicator of Salem's success on achievement tests involves the number of students performing in the below average, average, and above average ranges. In nearly all sections of the reading test, few or no students performed in the below average range. The majority of students scored in the average or above average categories on nearly all parts of the standardized test.

In addition to the national performance in reading, Salem students also performed well when compared to other schools within its district. Salem's ranking within its district was in the 69th percentile. Salem students performed better than 69% of the other students tested. When each grade is compared to similar grades within its district, Salem's performance ranged from the 60th to the 82nd percentile. On the Reading Vocabulary section, individual grades at Salem ranged from the 64th to the 71st percentile, while on the Reading Comprehension section, individual grades ranged from the 55th to the 78th percentile.

On the mathematics portion of the test, Salem as a whole scored in the 82nd percentile range, or near the top of the stanine ranks. Students are performing higher than 82% of the students nationally tested. The standardized math test includes two parts, Mathematics Problem Solving and Mathematics Procedures. Across the grade levels, Salem scored at the 80th percentile in the Mathematics Problem Solving section of the test, and at the 82nd percentile on the Mathematics Procedures section. When each grade is considered, the Mathematics Problem Solving scores range from the 74th to the 83rd percentile, while the scores on the Mathematics Procedures scores range from the 69th to the 91st percentile.

In nearly all sections of the mathematics test, few or no students performed in the below average range. The majority of students scored in the average or above average categories on nearly all parts of the test.

When Salem's mathematics performance is compared to other schools within the district, the students at Salem had an overall mathematics score in the 66th percentile. The score indicates that Salem students are performing higher than 66% of the students within its district. On the Mathematics Problem Solving sections, Salem students performed with a range in the 60th to the 69th percentile. On the Mathematics Procedures section, Salem students had a range in the 50th to the 78th percentile.

PART IV.2

Salem consistently uses assessment data to maintain high standards and to better understand and improve student achievement. Multiple sources of information are used to assess performance, design effective curriculum, and make decisions about the school's goals, including standardized testing, portfolios, and observations. Early in the year, any barriers to success are identified and strategies for improvement are designed, implemented and monitored.

Salem utilizes comparative studies of schools with similar demographics to develop benchmarks for improving student achievement. Assessment data is carefully analyzed to determine how students are performing within the school and how their scores compare to other schools nationally. Test scores are used as a guideline to determine if the curriculum is providing students with the desired academic progress and make recommendations for adjustments, if needed. Assessment results are also compared to prior years to insure students are consistently performing well.

Through the analysis of formal and informal assessments, Salem is able to help students achieve success. High achieving students can be given enrichment and additional challenging assignments and students who are determined to be below the basic standard may need additional support for improvement. Salem takes a proactive approach to providing enrichment materials and tutorial services on campus to those in need. In addition, if a student's performance indicates a possible need for special education, a representative from the Lutheran Schools Special Education Ministries can help Salem determine a course of action. The representative also facilitates contact with the state resources available to children with special needs. A strong commitment to the success of each and every student has helped Salem to be a leader in student achievement.

PART IV.3

Effective communication is the foundation of a successful academic environment. At Salem, an open exchange of information on all levels is encouraged. Salem prides itself on excellent communication between the parents and the staff, the students and the staff, and in providing information about student performance to the community.

Student achievement is carefully and thoughtfully monitored and evaluated. Information regarding student progress is conveyed through various means. Progress reports and report cards are sent home each quarter to inform parents and students of progress in the classroom. A scheduled formal conference takes place each fall, but additional meetings can be arranged as needed to discuss student progress. Teachers and staff are readily available when parents desire additional information and/or discussion.

Regularly scheduled meetings between the principal and staff insure that various assessments and the interpretation of the results are clearly understood and can be conveyed. The results of the Stanford Achievement Tests are shared and discussed in detail with the parents. For interested individuals, Salem's academic curriculum and group SAT scores can be found on the web, can be viewed in the school office and discussed with knowledgeable staff members.

To better acquaint the community with Salem, tours of the facility and classrooms are scheduled weekly and can be individually arranged. In addition, the principal has regularly scheduled times known as "Chat With The Principal" when parents may converse with her regarding student performance, curriculum, or other matters of concern. As an institution dedicated to student achievement, effective communication has been a vital component of the success at Salem.

PART IV.4

Salem constantly strives to maintain and improve the high quality of its programs, and also supports the development and improvement of other schools' curriculum and staff. Salem closely monitors and evaluates the performance and success of its students. Having a better understanding of its own success allows Salem to be a dynamic institution able to serve as a mentor to other schools.

Communication with other schools in our area and in other parts of the world is maintained. Salem is also highly involved in the work of the district office for Lutheran Schools of Southern California and Hawaii.

Members of the staff attend professional development seminars and participate in frequent discussions with many other private and public school principals in our region. Salem communicates with the Los Angeles County Office of Education in an ongoing exchange of ideas and information concerning private and public schools in our county. Salem is a leader in providing resources to other less fortunate schools. Academic materials, classroom items such as desks and chairs, and various types of equipment have been provided to schools in need.

Salem and a school in Japan regularly exchange ideas and curriculum in many academic as well as cultural studies. Members of Salem have offered insight to the development of an exceptional curriculum for the school in Japan. Salem also maintains contact with a school in the Holy Land to which it has provided invaluable ideas for improving their curriculum and staff development.

Salem is a school dedicated to improving the academic experiences of students in general. Salem will continue in its efforts to provide the finest educational experiences to its own students as well to students at other schools, both near and far. Through ongoing communication efforts, the continued sharing of resources, and inspired by the desire to truly leave no child behind, Salem will remain dedicated to improving education for all students.

PART V.1

Religion – This curriculum is child-centered. It begins with seeing the child and the world as created and loved by God. It continues seeking to expand the relationships most familiar to the child -family, friends and neighbors - to include a Christian perspective. The implementation of this curriculum is achieved through Bible reading, Bible stories and activities, memory work, weekly worship and teacher modeling. In the upper grades there begins a study of the Old and New Testament and Church History. Several outreach opportunities are afforded to our students as well. Furthermore, religious education cannot be a one period a day program but must permeate the entire school day.

Language Arts – Reading and Language Arts are taught using the Open Court Curriculum. Students progress from an introduction to the alphabet and basic phonemes, through blending sounds into words and into reading for enjoyment and content. Students move on to analyze the written word. They progress further learning to make comparisons and draw conclusions. As they grow, they are introduced to the author’s point of view and making inferences. They begin to learn about figurative language and literary techniques. Throughout each grade, students are learning about the writing process. They progress from simple sentences to the writing of description, persuasion, personal narration, summary and story. Students are progressively taught how to construct good grammatical sentences and paragraphs using proper punctuation and mechanics.

Mathematics – The Math curriculum at Salem is taught using the Saxon Math series. It begins as a hands-on program in the lower grades. It is a multi-sensory approach which emphasizes manipulative and mental math. The program is based on incremental development, continual practice and review, and cumulative assessments at regular intervals. In the upper grades, the focus shifts from the use of concrete objects to mathematical modeling using pencil and paper. Students at Salem progress as they are able in the upper grades, many completing the seventh grade level text.

Social Studies – Students learn about the world, current events, cultures and history. Instruction includes broad concepts of rights and responsibilities in the context of community. Included is basic geography and map skills. Historical content includes ancient history, U.S. history from native peoples through World War II and California history.

Science – Science curriculum teaches the basics of Earth Science, Physical Science and Life Science as outlined in California State Standards. Students are introduced to the scientific method and participate in an annual Science Fair.

Spanish – Spanish is taught at all grade levels. Included is basic Spanish vocabulary, grammar including nouns, articles, adjectives and basic verb conjugation. Also included are cultural traditions of Spanish speaking countries.

Music – Salem’s Music curriculum includes general music lessons, basic music history and appreciation, familiarity with orchestral instruments and choral technique and performance. Students are exposed to a wide variety of multi-cultural rhythm instruments as well as English hand bells.

Art – Our art curriculum is a skill-based program designed to develop artistic abilities as well as perceptual and aesthetic awareness. We present both classic and contemporary artists to help students learn to see and think like artists. Our emphasis is on doing art. We teach our students that because they were made in the image of God, their Creator, they are intended by God to become good creators.

Physical Education – All classes attend P.E. classes three times per week. Fitness, health and sportsmanship are taught through games and exercises.

PART V.2a

Since its inception in the late 1940s, Salem has stressed a phonics-based approach to the teaching of reading. Even using a variety of different texts and the advent of a whole language-based curriculum, we have maintained an emphasis on phonics and integrated it into the various programs.

Salem is now using SRA (a division of the McGraw-Hill companies) Open Court Reading. Open Court reading is a research-based curriculum grounded in systematic, explicit instruction of:

1. Phonemic awareness, phonics and word knowledge.
2. Comprehension skills and strategies.
3. Inquiry skills and strategies.
4. Writing and language arts skills and strategies.

SRA has been available in schools for 40 years. Many of the teachers at Salem have used it as a supplemental program. Open Court appealed to the teaching staff as an efficient means of differentiating instruction for meeting students' individual needs.

Additionally, this program was chosen because of the teacher modeling aspects of the Open Court Program. Teacher modeling is a key to systematic explicit instruction. Starting in Junior Kindergarten, teachers model a repertoire of skills and strategies students learn to apply independently. Every lesson includes multiple opportunities to model the process that good readers use.

Salem Lutheran School also provides after-school programs to both remediate and enrich. Powerline Reading is a research-based approach to reading remediation. Salem has seen some reading scores improve by as much as two grade levels in one year's participation in the program. Reading Club is a computer-based enrichment reading program open to all students after school.

PART V.3

Art is a subject taken seriously at Salem Lutheran School. Students are taught that because they were made in the image of God, their Creator, they are intended by God to become good creators. To this end, emphasis is on the expression of Christian and Biblical art. Students create meaningful liturgical art, lovingly displayed in the sanctuary during Advent, Christmas, Lent and Easter, as well as for special holy days such as All Saints Day and World Communion Sunday. Throughout the school year, they create art with Christian social and justice themes as well as for charitable causes. Even summer school art emphasizes Biblical and Christian community themes.

The art curriculum is a skill-based program designed to develop artistic abilities as well as perceptual and aesthetic awareness. Classic and contemporary artists are presented to help students learn to see and think like artists. The main emphasis, however, is on *doing* art. Learning to express ideas visually, gain control over scissors, pens, paint, pastels and clay, manipulate color, light, contrast and unity, achieve a three-dimensional effect on a two-dimensional plane, create from heart, mind and soul – all these are huge steps to discovering *self*. Self-discovery is becoming increasingly important because with so much to learn and do, today's students have too little "down time" to reflect upon young life experiences or just to daydream. With so many scheduled activities for students, it is the special task of teachers to help them discover the power and beauty of their own unique, God-given imaginations and to help them realize, as a unique individual, just what sort of artist God has in mind for them to be.

PART V.4

Salem Lutheran School uses a wide variety of instructional methods in order to improve student learning. In the classroom, Salem teachers utilize small group learning, large group and cooperative learning, hands-on activities, and experiments in science. Learning centers are used in many classrooms. Guest speakers are often brought in and the newspaper is used as a teaching tool as well.

Outside the classroom, field trips are taken on a regular basis by all grade levels. At the upper elementary level, a field trip to Sacramento is taken by the fourth grade class, a week of outdoor education at El Camino Pines is experienced in grade five and the sixth graders journey to Washington, D.C. each year. Other learning resources include: monthly Music Center presentations, an intergenerational outreach program in conjunction with the Church, and monthly interactions with nursing home residents.

In the area of computers and technology, students are taught graphing, chart making, spreadsheets, revising techniques, how to do research on the Internet. They are also taught how to give Power Point presentations.

Sixth graders participate in the National Geography Bee, Science Olympiad, and the Continental Math League.

Salem uses individual and group evaluations and formal, objective or standardized tests, semi-formal or semi-standardized and informal, subjective or non-standardized tests. The formal category is represented by tests of intelligence, achievement and work study skills. Semi-formal tests include those which seek to measure personality, aptitudes, interest and attitudes. Informal tests include anecdotal records, files of pupils' work and teacher-made tests.

PART V.5

Staff development is a part of each day at Salem, beginning with faculty devotions, followed by a review of the day's events and upcoming challenges. Faculty supports one another in meeting particular challenges, brainstorming solutions and offering assistance.

Each school year begins with several days of staff development. These days include idea sharing, goal-setting, and in-service instruction. Often our instruction centers on a particular area of need as identified at the end of the previous academic year. Instruction is provided by paid specialists or by faculty members themselves.

Faculty members are assigned to several committees each year which implement special programs, review and research curriculum and organize and implement needed procedures. Periodic subject area meetings are held, where teachers outline for one another the scope and sequence of their instructional level, checking to make sure that no areas are being missed and establishing a clear focus for each level of instruction.

Our school budget provides for two one-day seminars each year selected by the teacher in consultation with the principal in order to meet individual goals. In addition, the entire faculty attends a yearly convention organized by our local division of the Evangelical Lutheran Education Association. Other resources include: Glendale Unified School District, the Association for Supervision and Curriculum Development, the National Education Association and the National Association of Elementary School Principals.

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.

1. Private school association(s): Evangelical Lutheran Church in America (ELCA)
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

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

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

| | | | | | |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| \$ <u>4240</u> K | \$ <u>4110</u> 1 st | \$ <u>4110</u> 2 nd | \$ <u>4110</u> 3 rd | \$ <u>4110</u> 4 th | \$ <u>4110</u> 5 th |
| \$ <u>4110</u> 6 th | \$ _____ 7 th | \$ _____ 8 th | \$ _____ 9 th | \$ _____ 10 th | \$ _____ 11 th |
| \$ _____ 12 th | \$ _____ Other | | | | |

4. What is the educational cost per student? \$ 4655
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ 254

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

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 44 %

PART VII – ASSESSMENT RESULTS

SALEM LUTHERAN SCHOOL

Stanford Achievement Test Series
 *Ninth Edition or **Tenth Edition
 Harcourt Publishing

Scores reported as percentiles
 No students excluded from test

| | 2003-2004** | 2002-2003* | 2001-2002* |
|--|--------------------|-------------------|-------------------|
| Testing Month | March | March | March |
| Grade 6 | | | |
| Reading | 79 | 85 | 89 |
| Mathematics | 88 | 94 | 97 |
| Number of Students Tested | 20 | 19 | 27 |
| Percent of Students Tested | 100 | 100 | 100 |
| No. of students alternatively assessed | 0 | 0 | 0 |
| % of students alternatively assessed | 0 | 0 | 0 |
| Grade 5 | | | |
| Reading | 84 | 77 | 82 |
| Mathematics | 87 | 84 | 86 |
| Number of students tested | 22 | 20 | 19 |
| Percent of students tested | 88 | 95 | 100 |
| No. of students alternatively assessed | 3 | 1 | 0 |
| % of students alternatively assessed | 12 | 5 | 0 |
| Grade 4 | | | |
| Reading | 92 | 78 | 74 |
| Mathematics | 87 | 80 | 78 |
| Number of students tested | 21 | 25 | 24 |
| Percent of students tested | 91 | 96 | 100 |
| No. of students alternatively assessed | 2 | 1 | 0 |
| % of students alternatively assessed | 9 | 4 | 0 |
| Grade 3 | | | |
| Reading | 82 | 83 | 81 |
| Mathematics | 77 | 90 | 80 |
| Number of students tested | 26 | 21 | 25 |
| Percent of students tested | 100 | 95 | 100 |
| No. of students alternatively assessed | 0 | 1 | 0 |
| % of students alternatively assessed | 0 | 5 | 0 |
| Grade 2 | | | |
| Reading | 77 | 81 | 81 |
| Mathematics | 73 | 79 | 83 |
| Total Students Tested | 25 | 26 | 25 |
| Percent of students tested | 96 | 100 | 100 |
| No. of students alternatively assessed | 1 | 0 | 0 |
| % of students alternatively assessed | 4 | 0 | 0 |

| | | | |
|--|-----|-----|-----|
| Grade 1 | | | |
| Reading | 84 | 91 | 87 |
| Mathematics | 80 | 85 | 85 |
| Total Students Tested | 25 | 26 | 25 |
| Percent of students tested | 100 | 100 | 100 |
| No. of students alternatively assessed | 0 | 0 | 0 |
| % of students alternatively assessed | 0 | 0 | 0 |