

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

*U.S. Department of Education*

**Cover Sheet** Type of School: (Check all that apply) [  ] Elementary [  ] Middle [  ] High [  ] K-12 [  ]  
Charter

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

Official School Name Immanuel Lutheran School  
(As it should appear in the official records)

School Mailing Address 300 Gold SE  
(If address is P.O. Box, also include street address)

Albuquerque New Mexico 87102-3537  
City State Zip Code+4 (9 digits total)

County Bernalillo State School Code Number\* \_\_\_\_\_

Telephone (505)243-2589 Fax ( ) NA

Website/URL www.ilsabq.org E-mail Immanuel@integrity.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\* Mr. Paul Albers  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rocky Mountain District Tel. (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 President/Chairperson Mr. Jim Nicholas  
(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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the *No Child Left Behind – Blue Ribbon Schools Award* in the past five years.
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

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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. 7 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	12	11	23	7	12	10	22
K	13	6	19	8	11	8	19
1	10	10	20	9			0
2	12	8	20	10			0
3	14	9	23	11			0
4	6	8	14	12			0
5	9	11	20	Other			0
6	10	9	19				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>199</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>64</u>   | % White                          |
| <u>8</u>    | % Black or African American      |
| <u>23</u>   | % Hispanic or Latino             |
| <u>3</u>    | % Asian/Pacific Islander         |
| <u>2</u>    | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

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: 3.5 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	<b>5</b>
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>2</b>
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	<b>7</b>
<b>(4)</b>	Total number of students in the school as of October 1	<b>199</b>
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	<b>0.035</b>
<b>(6)</b>	Amount in row (5) multiplied by 100	<b>3.5</b>

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

Number of languages represented: 1  
Specify languages: English

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

Total number students who qualify: 12

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:  $\frac{0}{0}$  %  
0 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>    </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  3  </u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>    </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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>  2  </u>	<u>  0  </u>
Classroom teachers	<u> 11 </u>	<u>  0 </u>
Special resource teachers/specialists	<u>  0 </u>	<u>  7 </u>
Paraprofessionals	<u>  2 </u>	<u>  0 </u>
Support staff	<u>  1 </u>	<u>  1 </u>
Total number	<u> 16 </u>	<u>  8 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   18:1  

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	96%	96%	95%	95%
Daily teacher attendance	98%	97%	98%	97%	98%
Teacher turnover rate *	18%	9%	18%	45%	18%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

**\* Explanation of teacher turnover rate.**

There are nine full-time classroom teachers and two full-time preschool teachers.

2005 – 2006 Two teachers decided to stay home with their children.

2004 – 2005 One teacher retired from teaching.

2003 – 2004 One teacher retired from teaching.

One preschool teacher made a career change.

2002 – 2003 One teacher made a career change.

One teacher decided to stay home with her child.

One teacher retired due to health reasons.

Two preschool teachers made career changes.

2001 – 2002 Two teachers made career changes.

## **PART III - SUMMARY**

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### **SNAPSHOT OF IMMANUEL LUTHERAN SCHOOL**

The mission of Immanuel Lutheran School (ILS) is “Teaching a changeless Christ to a changing world.”

The school’s core values are the following:

- 1) Equip students to be disciples who are growing in their relationship with Jesus Christ.
- 2) Encourage and promote servanthood to God and community.
- 3) Encourage and promote intellectual growth of students in a Christ-centered environment.
- 4) Promote respectful and caring attitudes among students, parents, and faculty.
- 5) Encourage responsibility and accountability.

ILS was started in 1924 by Immanuel Lutheran Church as an educational ministry of the congregation. The school, located near downtown Albuquerque, has served the community for 82 consecutive years. The first school building was built in 1934, during the height of the Depression Era. In the late 1950’s and in the 1960’s, a new two-story school building was built for the growing enrollment of the school. Renovations have been made to these buildings over the years. The church’s strong commitment to Christian education was again evident in 2005, when a new early education building was constructed for the Preschool and Kindergarten classes. The school has been accredited by the State of New Mexico since 1962. Additionally, ILS has been accredited with the Association of Christian Schools International from 2001 to 2006 and the National Lutheran School’s Accreditation since 2006.

The caring, inspiring faculty and staff of ILS are committed to the mission and core values of the school. They know they are working as a team with the parents of their students to provide the best education possible. Teachers effectively communicate with parents through home visits, telephone calls, parent-teacher conferences, newsletters, and electronic media. The teachers strive to develop a “family” atmosphere within their classrooms. Everyone is learning, growing, and working together, from the smallest kindergartner to the tallest eighth grader. Activities such as reading buddies, prayer partners, cooperative learning, and joint-worship provide students from various grades the opportunities to interact.

ILS believes in a traditional approach to education; therefore, academics are a strength of ILS. The core curriculum consists of Bible study, language arts, mathematics, social studies, and science. In addition, all students receive instruction in art, music, physical education, and technology. Spanish is taught at the seventh and eighth grade levels. ILS prepares students to succeed at the high school level. Additional educational opportunities include field trips, career education, service projects, and mission activities.

ILS offers sports to grades fifth through eighth as a participating member of the Albuquerque Parochial and Independent Athletic League. The sports that both boys and girls can participate in are volleyball, basketball, cross-country, track, golf, and tennis. Academic extra-curricular activities include MathCounts, Science Bowl, Geography Bee, Science Fair, Word Power Challenge, Art Fair, and Spelling Bee. These additional opportunities are provided for ILS students so that they might excel in and out of the classroom.

The pastor of Immanuel Lutheran Church and School has a strong heart for the ministry and academics of ILS, and he is supportive and involved with school staff and school families. While the congregation has ultimate authority over the school, they have designated the School Board to oversee the school. The School Board, consisting of elected congregation members who have a heart for Christian education, works closely with the principal. The principal oversees the day-to-day operations of the school.

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

### **1. Describe the meaning of the school's assessment.**

Immanuel Lutheran School (ILS) administers the Iowa Test of Basic Skills (ITBS), Form A, to students in Kindergarten through eighth grade in the spring of each year. Prior to 2003, ILS used the ITBS, Form J. The Iowa Test 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 of ILS with all other students at the same grade level nationally. An additional feature of the ITBS is the comparison of the complete results of an individual school to the complete results of other schools across the nation. The overall average for ILS for the last six years has ranged from the upper eightieth percentile to the ninety-first percentile.

The ITBS is a norm-referenced achievement test. 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.

Teachers receive reports for individual and class performance. Parents receive individual performance reports. These reports provide feedback to teachers and parents, indicating strengths and weaknesses of each student, each classroom, and ILS as a whole. Teachers and parents review this information to determine individual student adjustments. Teachers and School Board members use this information to determine the need for curriculum revisions.

The enclosed 2006 System Summary reports the results of each grade level with the following information:

*Number of Students Included* – This is the number of students who took the test. This is also the class size at ILS.

*Average Standard Score (SS)* – This number is a statistical number determined by the number of correct responses on the test.

*Grade Equivalent of Average SS* – 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 as a decimal. The whole number represents the grade level and the tenths represents the month. A student with a grade equivalent of 7.7 scored as a seventh grader in the seventh month of school.

*National Stanine of Average SS* – This number ranks the Standard Score on a scale from 1 to 9 with 1 being low and 9 being high.

*Percentile Rank of Average SS: National Student Norms* - This number uses the Standard Score and converts it statistically to a percentile. This percentile represents the performance of students at each grade level in relation to performance of students in the national sample.

*Percentile Rank of Average SS: National School Norms* – This number uses the Standard Score and compares the scores of ILS to all other schools in the nation. The 8<sup>th</sup> grade class composite score in 2006 was at the 95<sup>th</sup> percentile. This means that this group scored better than 95 percent of all other 8<sup>th</sup> graders in the nation.

**2. Show how the school uses assessment data.**

The teachers of Immanuel Lutheran School (ILS) use the assessment data in two ways. First, the assessment data are used to select curriculum and textbooks to support the curriculum. The staff reviews the results grade-by-grade and subject-by-subject. After this review, minor changes and suggestions are made to improve the curriculum and to supplement the textbooks. Additionally, each year the staff reviews the curricular area to coincide with the seven-year cycle of state mandated adoptions of curriculum.

Second, the assessment data are used to evaluate individual student performance. While achievement testing is only one tool to assess a student's performance, it does provide some insights to student achievement. This data, along with daily class work, tests, and report cards, identify areas of strength and areas needing improvement for individual students and the class as a whole.

**3. Describe how the school communicates student performance.**

ILS communicates student performance in many ways with students and parents. Teachers provide feedback to students in the classroom on graded homework assignments and through communication and interaction throughout the day. All graded assignments are sent home with students to provide feedback to parents. The graded work, along with teachers' written comments, gives parents an opportunity to review performance on classroom activities.

Parents and teachers are encouraged to keep in touch with one another. They communicate both the joys and concerns about the student with one another. Report cards are sent out quarterly, and students in grades four through eight receive mid-term reports. Additionally, parent-teacher conferences are held twice a year to discuss student performance.

The results of the Iowa Test of Basic Skills (ITBS) are given to all parents. The ITBS provides an individual item analysis report for each student. These, along with a written explanation, help parents understand their child's test results. In addition, the principal and teachers prepare a written report of the year's ITBS scores. This report is given to parents, the ILS School Board, the members of the church, and those in the community who inquire about the school.

**4. Describe how the school will share its successes with other schools.**

ILS shares its successes with other Lutheran schools, as well as with other private, parochial, and public schools. The principal regularly consults with other Lutheran school principals on curriculum and best practice policy and procedures. He also gives tours of ILS to other principals so they can observe the school during a regular school day. The principal attends monthly meetings with other private and parochial school principals. Information about curriculum and other best practice policy and procedures are shared at these meetings. The principal is a member of the Schools' Committee for the Rocky Mountain District. He is a resource to the principals on the committee and to other principals in the district. The principal communicates the successes of the school's curriculum and programs, staff development activities, parental involvement, accreditation, and school policies. The teachers of ILS occasionally meet with teachers from the other area Lutheran schools to collaborate on grade level ideas, projects, curriculum, and challenges.

The school provides information about its successes through an annual community open house. The Albuquerque community is invited to tour the school and visit with faculty, staff, parents, students, and alumni of the school. The principal also gives tours of the school throughout the year to families who are interested in attending. Parents of current students, as well as parents of alumni, frequently tell others about ILS.

## **PART V - CURRICULUM AND INSTRUCTION**

### **1. Describe the school's curriculum.**

Immanuel Lutheran School (ILS) is accredited by National Lutheran School Accreditation Agency, and the curriculum meets and exceeds New Mexico State Standards. The faculty and administration set the curriculum around challenging academic standards that equip the students to live as mature loving Christians that confidently strive to proclaim the school's mission statement: "Teaching a changeless Christ to a changing world."

Religion. Religious instruction is based on the Bible and centers around Jesus and His gift of forgiveness, life, and salvation. As children grow in their faith, they are encouraged and taught to express that faith through education, worship, evangelism, fellowship, and service.

Language Arts. Students are stimulated to become fluent readers, writers, and speakers. Students are encouraged in these areas to communicate effectively, concisely, coherently, and creatively in a variety of settings. Analytical thinking skills are taught enabling students to enjoy and express themselves in an informative and insightful manner.

Mathematics. Students develop an understanding of mathematics through experiences that enable them to become active, flexible thinkers and problem solvers adept at the use of mathematics. Students are taught essential math concepts and computational skills appropriate for their level.

Science. Students are taught that science is the study of the universe God has created for us to use, care for, and enjoy. It is the study of natural laws God has put into existence to give the universe order and to benefit those He loves. Students are challenged to study and apply the scientific method to physical science, life science, and earth science and their interrelationship with one another.

Social Studies. Students learn to appreciate themselves as children of God, the world as God's creation, and their roles as Christian citizens. Students examine relationships between themselves, their family, state, community, region, nation, and world. Students develop an appreciation of historic and geographic factors identifying economic and political relationships that have shaped and continue to shape their world.

Spanish. Spanish is a core subject for seventh and eighth grade students. Instruction includes speaking, reading, and writing the language.

Art. Art is an expression of God's beauty in His creation. All students receive instruction and experience in the visual arts. Students creatively express themselves using a variety of media. The elements of art and principles of design are taught. Teachers incorporate a strong emphasis of art in their cross-curricular instruction.

Music. All students receive instruction in music and participate in major musical productions each year. Band is offered in grades four through eight. Students in middle school choose between choir, music appreciation, hand bell choir, or band. Individual classes lead chapel services and special music in chapel during the year.

Technology. Students 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 effectively use word processing programs.

Physical Education. Each class has scheduled physical education times during the week. The physical education curriculum contributes to the physical, psychological, and social development of children as they realize and develop the physical talents that God has given them. Students participate in recreational sports, games, and activities that prepare them for lifelong, healthy, God pleasing lifestyles.

## **2. Describe the school's reading program.**

Immanuel Lutheran School (ILS) has adopted the Macmillan/McGraw-Hill Reading series for Kindergarten, the Houghton Mifflin *Reading New Mexico* for grades one through five, and McDougal Littell for grades six through eight. These curricula are multi-faceted and provide teachers effective strategies for teaching all the components of reading.

The primary grades selected curricula that provide a developmentally appropriate phonetic approach to reading. Students learn letter recognition and sounds, blending sounds into words, sight words, and reading simple stories appropriate for individual instructional levels. Differentiated instruction, small group work, and guided practice reinforce reading skills and strategies. Practice workbooks for reading and phonics provide instruction and evaluation in phonics, reading comprehension, speaking, listening, vocabulary, and writing skills. Teachers in the elementary and middle grades use anthologies, skills workbooks, developmentally appropriate novels, book responses, and classroom instruction to further develop students' reading skills. In addition, students in the middle grades are taught the literary elements and are encouraged to use higher level thinking skills to analyze and engage themselves with what they read. The curriculum is enriched with projects and rigorous novel studies.

Book buddies, author studies, journals, reading and phonics software programs, reading aloud to students, and classroom libraries are additional tools that provide a rich literacy environment for students. Grades Kindergarten through four participate in the Pizza Hut Book It Reading Program. Select students in grades four through eight participate in the Battle of the Books and the Reader's Digest Word Power Challenge. Handwriting, spelling, and language skills are taught as separate subjects and as an integrated part of the entire curriculum. All aspects of the reading instruction that students receive at ILS create lifelong readers that find enjoyment, information, insight, and inspiration through the written word.

## **3. Describe one other curriculum area of the school's choice.**

Immanuel Lutheran School (ILS) had adopted the Saxon mathematics series for use by students in Kindergarten through eighth grade. This series was chosen for two reasons. It strongly emphasizes the basics and fundamentals of math and it challenges students. The scores of the students from the Iowa Test of Basic Skills confirm the effectiveness of this curriculum.

In Kindergarten through third grade, the students start each math class with a math meeting where they learn and practice concepts based on patterns, time, money, and problem solving. During the lesson instruction, students are taught the mathematical concept and skill for the day. After the instruction, the students complete a worksheet as homework. Teachers give periodic assessments to track student progress.

In fourth through eighth grade, the students start each math class by learning the concept for the day. Review of previously learned math concepts also takes place. The newly introduced concept becomes part of the daily homework for the day and for the rest of the year. The constant repetition of the concepts as part of the homework assignment helps the students retain the concept and deepens the learning to prepare students for future concepts. Teachers give periodic assessments to track student progress.

Starting in sixth grade the students are divided into two math groups, a grade level group and a challenge group. This is done so that students who excel at math are given the opportunity to be challenged. The groups are determined by placement test results and parental input. For example, the eighth graders take Algebra ½ or Algebra 1.

**4. Describe the different instructional methods the school uses to improve student learning.**

The teachers of Immanuel Lutheran School (ILS) who average fifteen years of professional education experience, effectively use a wide variety of teaching methods to help students achieve the planned learner outcomes in the school's curriculum, taking into account the three major learning styles. Teachers use various instructional methods including learning centers, discussions, hands-on experiences, cooperative learning, role playing, questioning, discovery, lecture, poems, songs, dance, drama, listening, performance, mapping, field trips, and individual, small, and large group instruction. Teachers use laptops, overhead projectors, videos, and other forms of technology to enhance their instruction.

The textbooks serve as the most significant instructional resource in the school. Textbooks are selected carefully 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. All classes use the school's computer lab, and each classroom is equipped with computers. Students use the Internet to acquire information and gain experiences in learning. All children visit the school library at least weekly.

Achievement test scores and other forms of formal and informal assessments help to indicate where students are in their academic progress. Regular homework and tests also give teachers an idea of how well students are performing and provide constant feedback. Teachers contact parents when special needs develop and diagnostic tests are recommended when appropriate. The faculty accommodates Individual Educational Plan (IEP) recommendations as completely as possible. Teachers use volunteer tutors throughout the day to help students who may need extra help, and students who are excelling and need enrichment are appropriately challenged.

**5. Describe the school's professional development program and its impact on improving student achievement.**

The faculty and staff of Immanuel Lutheran School take their professional responsibilities very seriously. Educational requirements are outlined for professional personnel in the Faculty Handbook, and teachers are responsible for creating a Christian atmosphere in their classroom characterized by warm, loving concern for each individual. Relationships with pastor, principal, faculty, parents, and pupils, are characterized by the cooperation, kindness, concern and courtesy that is necessary in order for a personalized learning community to exist. All professional development is seen as an opportunity to improve and impact student achievement in a positive and productive manner.

In order to continually review and develop, the teachers begin and end each school year with several days of staff development meetings. During the school year, the faculty meets once a week for devotions in the morning, and faculty meetings are held monthly for 1½ hours after school. These meetings always include a Bible study, review of past events, upcoming events and schedules, curriculum planning and review, concerns or questions, family involvement, and any business or policy issues. Each year the principal conducts formal evaluations of each teacher, and teachers establish a personal development plan (PDP) each year.

Immanuel Lutheran Church Congregation provides funding for course work toward advanced degrees and for seminars and conferences. Each year the teachers attend a Professional Church Workers' Conference for three days in the fall and a Nurturing the Faith Conference for one day in the spring. Both conferences provide opportunities for professional development and spiritual growth. Teachers also attend conferences and workshops throughout the year that are tailored for their specific interest and classroom needs. The primary and elementary teachers meet semi-monthly with an instructional coach from the Albuquerque Public School System to discuss and implement best practices in methodology to heighten student performance.

## 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. Delete if not used.

1. Private school association(s): **Lutheran Church – Missouri Synod**  
 (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  No

3. What are the 2006-2007 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u>3145</u>	\$ <u>3145</u>	\$ <u>3145</u>	\$ <u>3145</u>	\$ <u>3145</u>	\$ <u>3145</u>
K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
\$ <u>3325</u>	\$ <u>3325</u>	\$ <u>3325</u>	\$ _____	\$ _____	\$ _____
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
\$ _____	\$ _____				
12 <sup>th</sup>	Other				

4. What is the educational cost per student?  
 (School budget divided by enrollment) **\$4150**
5. What is the average financial aid per student? **\$945**
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? **13%**
7. What percentage of the student body receives scholarship assistance, including tuition reduction? **20%**

**Part VII – ASSESSMENT RESULTS**

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**Immanuel Lutheran School  
300 Gold SE  
Albuquerque, NM 87102**

Iowa Test of Basic Skills  
Form A, 2000  
Riverside Publishing Company

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

	2005-2006	2004-2005	2003-2004
Testing month	March	April	March
<b>Grade 8</b>			
Reading	81	72	72
Math	77	73	73
Number of students tested	15	21	14
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Subgroup Scores</b>			
Hispanic Students			
Reading	*	*	*
Math	*	*	*
Number of students tested	5	9	3
<b>Grade 7</b>			
Reading	77	75	67
Math	71	72	69
Number of students tested	18	15	17
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Subgroup Scores</b>			
Hispanic Students			
Reading	*	*	*
Math	*	*	*
Number of students tested	3	8	7

\* Scores are not reported because there are 9 or less Hispanic students in the class.

	2005-2006	2004-2005	2003-2004
Testing month	March	April	March
<b>Grade 6</b>			
Reading	64	73	73
Math	70	79	68
Number of students tested	24	20	17
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Subgroup Scores			
Hispanic Students			
Reading	*	*	*
Math	*	*	*
Number of students tested	3	6	8
<b>Grade 5</b>			
Reading	78	77	86
Math	71	72	81
Number of students tested	18	18	23
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Subgroup Scores			
Hispanic Students			
Reading	*	*	*
Math	*	*	*
Number of students tested	5	1	3
<b>Grade 4</b>			
Reading	79	84	81
Math	65	77	73
Number of students tested	19	15	20
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Subgroup Scores			
Hispanic Students			
Reading	*	*	*
Math	*	*	*
Number of students tested	3	3	1

\* Scores are not reported because there are 9 or less Hispanic students in the class.

	2005-2006	2004-2005	2003-2004
Testing month	March	April	March
<b>Grade 3</b>			
Reading	68	77	83
Math	59	45	72
Number of students tested	15	20	22
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Subgroup Scores			
Hispanic Students			
Reading	*	*	*
Math	*	*	*
Number of students tested	4	4	4
<b>Grade 2</b>			
Reading	57	83	74
Math	57	76	55
Number of students tested	21	13	22
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Subgroup Scores			
Hispanic Students			
Reading	*	*	*
Math	*	*	*
Number of students tested	3	5	4
<b>Grade 1</b>			
Reading	67	56	56
Math	81	66	85
Number of students tested	18	19	14
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
Subgroup Scores			
Hispanic Students			
Reading	*	*	*
Math	*	*	*
Number of students tested	6	4	6

\* Scores are not reported because there are 9 or less Hispanic students in the class.

	2005-2006	2004-2005	2003-2004
Testing month	March	April	March
<b>Grade K</b>			
Reading	74	80	54
Math	59	85	65
Number of students tested	19	16	18
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>Subgroup Scores</b>			
Hispanic Students			
Reading	*	*	*
Math	*	*	*
Number of students tested	5	4	3

\* Scores are not reported because there are 9 or less Hispanic students in the class.