

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Robert Cooksey

Official School Name: Christ Community Lutheran School

School Mailing Address:
110 West Woodbine Avenue
Kirkwood, MO 63122-5890

County: St. Louis State School Code Number*: N/A

Telephone: (314) 822-7774 Fax: (314) 822-5472

Web site/URL: http://www.ccls-stlouis.org E-mail: rcooksey@ccls-stlouis.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Dennis Gehrke

District Name: Missouri District LC-MS Tel: (314) 317-4550

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Jonathan Schultz

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

_____ Date _____
(School Board President's/Chairperson's Signature)

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. 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)

Does not apply to private schools

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	69	83	152	7	22	22	44
K	23	12	35	8	20	21	41
1	22	19	41	9			0
2	17	21	38	10			0
3	9	23	32	11			0
4	22	25	47	12			0
5	12	16	28	Other			0
6	26	14	40				
TOTAL STUDENTS IN THE APPLYING SCHOOL							498

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
3 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
2 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 0 %

This rate is 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.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	0
(4)	Total number of students in the school as of October 1.	498
(5)	Total transferred students in row (3) divided by total students in row (4).	0.000
(6)	Amount in row (5) multiplied by 100.	0.000

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 2

Number of languages represented: 1

Specify languages:

Latvian/Russian

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 34

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 free and reduced-price school meals 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: 8 %

Total Number of Students Served: 41

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>0</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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>3</u>
Classroom teachers	<u>17</u>	<u>18</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>18</u>
Support staff	<u>3</u>	<u>13</u>
Total number	<u>22</u>	<u>54</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	98%	98%	98%	97%
Daily teacher attendance	100%	100%	100%	100%	100%
Teacher turnover rate	13%	6%	14%	10%	6%

Please provide all explanations below.

Christ Community Lutheran School experienced teacher turnover when teachers moved away, through retirement, and when teachers accepted positions at other area schools.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Christ Community Lutheran School formed in 1973 to better serve the needs of the community by combining two existing schools with rich academic traditions. Thirty-six years later, Christ Community Lutheran School serves 500 children on three campuses, with a leadership team operating under the Carver model. The four-member administrative team includes an executive director, elementary and middle school principals, and an early childhood director. Along with a full faculty of certified teachers, CCLS employs a special education teacher, part-time counselor, reading teacher, and Spanish, music, art and technology teachers. CCLS is growing. It is one of the largest Lutheran elementary schools in The Lutheran Church-Missouri Synod system. CCLS is also a primary feeder for Lutheran High School South in St. Louis.

As each new day begins at CCLS, the focus is on academic excellence in a faith-filled community. School days include a full core curriculum. In addition, choir, band, handbells, recorders, drama, art, Spanish, and structured elective studies are incorporated into the school day as students grow through the grades. Additionally, CCLS is committed to the use of technology. Technology is integrated into the classroom plan so that students learn to use the critical components of technology in a real-world setting. Teachers have at their disposal a computer lab, ceiling-mounted projectors in each classroom, 60 middle school laptops in a fully wireless environment, and SMART Board technology in grades 5-8. CCLS supports a full-time technology coordinator and part-time technician.

CCLS students have a myriad of opportunities before, during, and after the regular school day to develop academically and socially. Before and after school opportunities include Ceramics Club, dramas and musicals, Mad Science®, Homework Club, Fine Arts Night, and Destination ImagiNation. CCLS teams have competed in the Destination ImagiNation global competition where they match their creativity and planning against students from around the world. Other co-curricular activities include band, Geography Bee, Spelling Bee, elective studies, Red Ribbon Week, classroom and school-wide mission projects, reading buddies, Special Friends and Grandparent Day, National Lutheran Schools Week, quarterly assemblies, and the Annual Egg Drop competition.

CCLS maintains a complete interscholastic athletic calendar in grades 5-8. CCLS boasts numerous state athletic titles at the varsity level. Athletic teams formed in the elementary grades teach basic skills and a lifelong appreciation for each sport. Other community-building activities include a back-to-school barbecue, opening day parent breakfast and chapel, the Trunk or Treat event, Santa's Workshop, Advent services, Family Bingo Night, middle school mixers, and a school picnic.

Positive relationships and character development are foundational at Christ Community Lutheran School. Intentional discipline helps children responsibly solve their problems while faculty reinforce positive relationships with students in a climate that is void of anger, threat, or lectures. Students are nurtured as future leaders with a character foundation built on two tenets. God created all things, and everything belongs to him.

The Christ Community Lutheran School parent organization, known as Parents and Teachers Together (P.A.T.T.), is highly acclaimed for its focus on and effectiveness furthering the school mission. Organized under the school administration, events and activities lay emphasis on building community, parent education, and special funding, so that the school's partnership with families is strengthened and celebrated.

CCLS is accredited by National Lutheran School Accreditation and the Missouri Non-Public Education Association. The mission of CCLS is to partner with homes and congregations to train children for a life of service to others in the name of Jesus Christ.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Christ Community Lutheran School students take the Stanford Achievement Test (SAT 10) in the spring of each year. A battery of 16 tests is administered to students in grades one through eight. The full battery includes word reading, word study skills, vocabulary, reading comprehension, math solving, math procedures, language mechanics, language expression, spelling, study skills, science, social science, listening, thinking skills, and environment. As the individual results are shared with parents, emphasis is given to the scores being simply an indicator of the student's overall academic success. While the results create a benchmark of each student's comparison to the national norm, prominence is also placed on individual growth from year to year.

The test results included in this document are from the 2007-2008 school year. The CAPE SAT 10 tables indicate that students at CCLS, on average, score in the top ten percentile across the nation. Trends in relation to CCLS students' national percentile averages are examined on an annual basis. In the context of a very low mobility rate (less than 1%) and increasing national percentile averages from first grade up through eighth grade, it can be asserted that the longer a student remains at CCLS, the student will tend to exhibit increased achievement. For example, the same group of students who scored in the 79th percentile in math in sixth grade, scored an 83 in seventh grade and a 92 in eighth grade. This trend appears time and again in multiple subject areas.

The school-wide trend clearly indicates that the longer a student remains at CCLS, the higher he or she performs in each subsequent grade level. As an example, the national percentile class averages in math from first through eighth grades are as follows, respectively: 82, 81, 80, 81, 86, 88, 90, and 92.

Less than 10% of CCLS students qualify for free or reduced lunch, and each minority ethnic or racial group makes up a nominal percentage of the student population. Scores from students in these groups are included with the other scores and are not normally disaggregated.

The standardized assessments results are one indicator of academic success. Fifty to seventy-five percent of the CCLS graduates attend Lutheran High School South. CCLS graduates are annually awarded a disproportionately high percentage of honors at Lutheran High School South when compared to the total population. CCLS graduates attending area private and Catholic high schools have earned valedictorian and salutatorian honors in recent years.

2. **Using Assessment Results:**

Upon their receipt, the SAT assessment results are reviewed by the CCLS administration and faculty. The review process includes grade level reviews and plenary sessions. Reviewing the results serves not only to chart individual growth from year to year, but also to help identify the school-wide or grade-level specific curriculum strengths and weaknesses in relation to the standardized test. This research, in turn, is used to determine curriculum, instruction, and methodology for the future.

Additionally, test results help reinforce to parents and staff where and how interventions can be made to help student achievement. As scores dictate, student profiles are shared with the student support team and appropriate recommendations are discussed, enacted, and evaluated. Emphasis is not only given to comparing each student's current results with the results from the previous year's test to chart growth, but also to identify

areas of overall strength and weakness. Finally, the test results factor academic placement in elementary reading, middle school math, and serve as one criteria for gifted education and resource learning inclusion.

On the district and national level, administrators collegially share their school-wide test results. This professional collaboration helps to initiate discussion regarding best practice, instructional effectiveness, and leads to further discussions which will potentially increase student achievement among similar schools.

3. Communicating Assessment Results:

Christ Community Lutheran School strives for a continuous conversation with parents, students and the community, including the sharing of relevant assessment data.

K-8 students and parents have access to daily assignments, homework results, test scores, and quarterly reports via the online school portal. Information on the portal is kept current. CCLS has an open invitation to students and parents to contact the classroom teacher whenever clarification or concerns arise. This includes contact by email or phone. Faculty members are asked to be available by phone into the evening for this purpose. Fall and spring parent conferences provide for focused conversation on student progress, gifted areas and areas of remediation for each student. The reading teacher, resource teacher, counselor, and representatives from the Lutheran Association of Special Education, assess individual students and communicate directly with school faculty, students, and parents.

Stanford Achievement Test results are shared with students, parents, and the greater community. Students and parents receive individual results and applicable guidelines for understanding scores and recommendations. CCLS publishes class and school summaries in the school newsletter, to our five Association congregations and the Board of Directors, and publicly on the school website. SAT scores are used in public relations materials to evidence that CCLS is indeed an academically excellent environment and that our students are high-achieving. Class and school summaries are available to families considering CCLS at the time of application.

CCLS also surveys parents and graduates to evaluate their preparation for the high school academic experience. Along with correlating data from area high schools, this information helps CCLS better understand how to focus the teaching, learning, and testing process.

4. Sharing Success:

Christ Community Lutheran School has a long-standing history as a beacon in The Lutheran Church-Missouri Synod. This public presence is due, to a greater degree, to several important elements.

Christ Community, a large Lutheran school, remains on the cutting edge of school leadership. A Board of Directors operating for more than a decade under the Carver model for Board Governance and a four-member administrative team exemplify visionary leadership. Programming at CCLS is broad in scope and known for excellence. The faculty members at Christ Community Lutheran School are among the best in any school. More than 60% of the faculty members have achieved master's degrees in their area of educational expertise. They exemplify a relational, servant spirit for the ministry they serve. All CCLS faculty have some involvement with students beyond the regular teaching day; serving as coaches, club leaders, tutors and Sunday School teachers and by attending games and special events in which the students participate. These faculty members share their successes by leading sectionals and in-service opportunities at local, district, and national conferences. Lutheran schools from across the country request of CCLS information and data that they can incorporate into their educational programming.

Christ Community Lutheran School is also committed to preparing the next generation of Christian educators by participating in student teaching programs through our local, regional, and Lutheran universities. Also, members of the faculty accept twice-annual teaching opportunities at Concordia University-Nebraska where they lead the Joshua Project, a program designed to prepare future educators during their final semester of preparation.

All of this is an expression of CCLS' commitment to the greater educational community. CCLS' goal is to be, in part, an informational hub and expression of creativity and leadership for our LCMS schools and all schools in our district.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

CHRISTIAN DISCIPLESHIP: The foundation of the educational program at CCLS is the spiritual formation of each child. Students are involved in Bible lessons, memory work, and worship, and the faith is integrated throughout the curriculum as the highly-trained teachers model their Christian lives in the classroom. As a result of this faith development, students are able to successfully share a compelling witness to others in their own sphere of influence. To instigate a life of selfless service, every student takes part in service projects throughout the school year.

COMMUNICATIVE ARTS: CCLS emphasizes the communicative arts, including reading, spelling, language, literature, and vocabulary. Students begin their experience with a phonics-based curriculum and leveled readers. Students gain writing confidence through the Six-Trait writing instruction. Upper grades emphasize a novel approach combined with literature circle studies. Students develop into life-long learners, able to express themselves through their love for reading and writing development. Students hone their skills by choosing to participate in musicals, dramas, and speech and debate classes.

MATH: The math program at CCLS equips students with essential mathematical skills necessary for daily living, including skills in problem solving, critical thinking, and computation. Building towards mastery in these areas is done through continuous skill review and the integration of technology, manipulatives, and real-world relevant problems in the classroom. All levels of math use Saxon Math as the baseline instructional tool. Middle school students are placed in differentiated levels, can participate in Math Counts, and can take Geometry to earn high school credit.

SOCIAL STUDIES: Students learn to examine various political, economic, and social systems in a well-rounded curriculum. Historical individuals are studied, and students internalize their impact on the world and its cultures. Students discover God's will for humankind and how to live in and take care of the world He has created. A Geography Bee, field trips, and guest speakers enhance the curriculum.

SCIENCE: Students develop their appreciation for science through inquiry-based instruction and hands-on activities and research. Students master the scientific method as they question, discover, record, and present their data. During middle school, students develop a thorough knowledge of biology, life and physical science. Science fairs and alternative learning opportunities allow for the students' practical and working knowledge of science to be displayed. Students gain a thorough understanding of the impact of science on today's technological world.

FOREIGN LANGUAGE: CCLS exhibits a K-8 Spanish program where over 90% of the students are enrolled in bi-weekly classes. Students gain knowledge and an appreciation for the language and the culture. The curricular foci are on conversational Spanish, vocabulary, grammar, and verb usage. All students in grades kindergarten through 6th grade take Spanish as part of the instructional day. More than 60% of the students in grades 7 and 8 participate in Spanish as part of the core instructional day.

PHYSICAL EDUCATION: Students learn to value, respect, and appreciate their bodies as a gift from God through health and physical education curricula. Lower-level students develop small- and large- motor skills and body coordination, while the older students develop team-building skills, fitness, sportsmanship and a lifelong appreciation for a healthy lifestyle.

THE ARTS: CCLS employs specialized art, music, and band teachers. All students in grades K-6 receive bi-weekly music lessons. Worship performances, classroom and department musicals, field trips, and recorder

classes add to the elementary musical experience. Middle school students may elect to take band, hand bells, and choir. Student performances include quarterly Fine Arts Nights and other worship performances and leadership. In addition to weekly art class, middle school students can choose Ceramics, ArTech, and Yearbook to further hone their skills. An annual Talent Show, Egg Drop competition, chapel dramas, and various performances give students the opportunity to showcase their skills.

ELECTIVES: In addition to various art and music classes, middle school students may elect Whoosh Bang Splat! (hands-on science), Ancient Secrets of the Bible, Student Leadership, Resource, Speech and Drama, Study Hall, Math Stretch Your Mind, and Advanced Spanish for their elective choices.

2a. (Elementary Schools) Reading:

Reading, the ability to decode, process, and comprehend the written word, is a necessary skill for learning all subjects and for success in life. Reading is essential to the fulfillment of student potential. The development of student skills in the process of becoming life-long, independent, appreciative readers is achieved through four primary means of instruction at CCLS. The areas include decoding through phonetic analysis and context; comprehension strategies including the reading, understanding, interpreting, and evaluating of written material; genre study and literature analysis where students recognize and interpret literary genres from diverse cultures, eras, and ideas; and real-life reading skills where reading for personal enrichment and the completion of real-life tasks are emphasized. Through curricular scope and sequence, the primary means are introduced, reinforced, and mastered as students progress through the grades.

A specialized reading teacher works with individual students and small groups to provide appropriate, necessary interactions to increase individual skill sets. Additionally, CCLS is vested in Scientific Learning's Fast ForWord program. This program is based on more than 30 years of research into how the brain learns. The technology-based program works to improve the language-to-literacy continuum. Technologies behind the program were designed to match the ability and progress of each learner. The specialized reading teacher uses Fast ForWord with students demonstrating developmental need. Fast ForWord is also offered as a summer program for students from CCLS or the community that choose to refine and improve their reading skills.

CCLS enhances the value of reading across the curriculum through many opportunities. These include the use of Accelerated Reader software, newspapers as a resource, peer reading activities, reading buddies for younger students, blogging with other school communities, grandparent reading pals, the Book-It program, and coordinated summer reading programs at local libraries.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

TECHNOLOGY: A vital part of the training of children expressed in the mission of Christ Community Lutheran School is to model and teach the integration of instructional technology into education and life. To aide in the success of our increasingly complex and information-rich society, the use of technology at CCLS permeates all areas of the school curriculum. Students become advanced technology users, information seekers, analyzers, evaluators, problem solvers and decision makers through this curricular experience.

Beginning in early childhood and the primary grades, teachers craft integrated assignments to build enthusiasm for the use of technology and introduce fundamental skills including keyboarding. As students progress through the grades, integration advances to include knowledge of advanced software components and use of the internet for research and communication.

CCLS faculty use diverse teaching tools in the integration process. These tools include an elementary computer lab, ceiling-mounted projectors in every classroom, three middle school laptop carts equipped with 60 laptops, and SMART Board technology in middle school grades. In addition to these technological teaching tools, teachers and students have daily and direct access to digital cameras, video cameras, scanners, and classroom sets of Senteo devices. Direct-link printing to school copiers, both grayscale and color, is available to all teachers and students. Each teacher is equipped with a desktop computer. Two campuses serve as wireless environments.

To support the use of integrated technology, CCLS staffs a full-time technology coordinator to engage with faculty as they plan and teach. Additionally, CCLS supports technology with personnel on site to handle issues related to hardware, software, and network applications.

4. Instructional Methods:

CCLS is passionate about continually improving student learning. Faculty members utilize a variety of instructional methods to increase student achievement. Resources are invested on training for teachers to better understand the spectrum of student abilities. Teachers study how to best accommodate all learners from the kinesthetic to the tactile, visual, and auditory students.

Teachers are encouraged to use their unique talents and strengths and to recognize and be mindful of their students' learning styles. Consequently, teachers at CCLS are creative, resourceful, dynamic, and inventive when they plan and execute lessons. For example, students in the math classroom use the laptop computers to plan and develop a Family Finances unit. Students diagram sentences using a SmartBoard in the English classroom, and hone their typing skills as they write, edit, and revise their assignments on laptops. Skits are performed in Literature class after reading stories of Anne Frank to make the words come to life. Students use Senteo response systems across the curriculum to add an interactive and immediate feedback facet to their daily work.

When walking the hallways, one can easily identify a variety of instructional methods being utilized, including direct whole group instruction, lab research, cooperative small groups, hands-on learning, project-based instruction, guided and independent practice, and even class debates and individual student-led presentations. These strategies regularly implement the integration of technology to enhance the learning experience.

Higher-level thinking skills are accentuated in the classrooms. Students are stimulated through strategic questioning techniques and differentiated instruction. Due to varied levels of learners, emphasis is placed on providing additional support for students found at both ends of the learning spectrum. A full-time resource teacher is available daily for students with identified special learning needs. Through elective programming, the academically gifted students are additionally challenged beyond the scope of the regular classroom.

5. Professional Development:

Professional growth opportunities are scheduled for all members of the CCLS faculty. Growth opportunities are aligned with the School Improvement Plan, a result of National Lutheran School Accreditation.

The faculty meets regularly for growth opportunities, focusing on core curricular area and instructional methodologies. Additionally, the faculty joins with area Lutheran schools for in-service aimed at professional growth. These are facilitated through the Greater St. Louis Lutheran Elementary School Association. Also, CCLS faculty members attend the Missouri District Educators' Conference and the national Lutheran Education Association convocation. CCLS values continuing education; consequently, teachers have an annual budget line for professional growth.

More than 60% of the faculty have earned master's degrees in their area of instruction. They share their expertise on district and national committees and lead workshops to benefit educators and parents. The school parent and teacher organization sponsors education nights, and faculty members share their expertise in parenting, study skills, reading, and counseling. Programs have been initiated, including the Destination ImagiNation program and gifted studies elective, which was initiated by a faculty member holding a master's in gifted education. Faculty members attend the national technology conference. SMART Board technology and Senteos are utilized in the classroom.

CCLS teachers annually complete a professional goals worksheet and discuss it with administration. Personal and professional goals align teachers with improvement, curricular focus, test scores, areas of student need, and personal growth. The growth plan is furthered by regular observation and evaluation of faculty, feedback from parents and constituents through survey and focus groups, and continuous self-evaluation. Occasionally, peer observation is utilized.

Recent plenary professional growth opportunities customized for the CCLS faculty include differentiated instruction, The Writing Workshop methodology, integrated technology instruction including SMART technology, school-wide and classroom discipline, and a variety of special needs disorders as they apply to mainstreaming.

6. School Leadership:

Christ Community Lutheran School is organized under the Carver governance model. Board members are elected by the ownership. The primary role of the Board in governing is to cast vision for the future of CCLS.

Christ Community Lutheran School has a four-member administrative team focused on maximizing the multi-campus setting and enhancing personal relationships with constituent groups. Administrative team members include executive director, elementary and middle school principals, and early childhood director. Elementary principal, Janet Leet, is the current Lutheran Education Association Distinguished Lutheran Elementary School Principal and recipient of the National Association of Elementary School Principals Teacher of the Year award. The administrative team meets regularly to coordinate the school program.

Christ Community provides each staff member with administrative policies that amplify the key areas for each year. Core curricula are reviewed on a five-year cycle. Current materials are purchased and curriculum documents are reviewed and updated as part of that cycle. The curricular focus is on student outcomes. With school discipline, the focus is on Godly relationships. Positive teacher to student and teacher to parent relationships are emphasized. Additionally, CCLS is a resource rich environment. The school is heavily invested in technology for teachers and students. In-service opportunities promote knowledge, growth and excellence in curricular areas. Each faculty member is provided an annual continuing education allowance to further their curricular expertise or to grow in a new area. These resources make for vibrant, engaged faculty who help each student meet their greatest achievement potential.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Lutheran
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$5150</u>	<u>\$5150</u>	<u>\$5150</u>	<u>\$5150</u>	<u>\$5150</u>	<u>\$5150</u>
K	1st	2nd	3rd	4th	5th
<u>\$5150</u>	<u>\$5150</u>	<u>\$5150</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 6436 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 3557
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
32 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
100 %

Subject: Reading

Grade: 1 Test: Stanford Achievement

Edition/Publication Year: 9th / 10th Editions Publisher: Harcourt Assessment

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	60	71	70	76	72
Number of students tested	34	33	56	31	46
Percent of total students tested	94	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Stanford 9 test 2003-2004 through 2005-2006 and Stanford 10 test 2006-2007 and 2007-2008

All students including those in who were in our resource program took the tests. In 2007-08 those scores were inadvertently not included in the aggregate as in previous years.

Subject: Mathematics Grade: 3 Test: Stanford Achievement
Edition/Publication Year: 9th / 10th Publisher: Harcourt Assessment
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	80	81	71	84	83
Number of students tested	48	30	50	41	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Stanford 9 test 2003-2004 through 2005-2006. Stanford 10 test 2006-2007 and 2007-2008.

Subject: Mathematics Grade: 4 Test: Stanford Achievement
Edition/Publication Year: 9th / 10th Publisher: Harcourt Assessment
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	81	80	78	76	76
Number of students tested	26	51	46	40	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Stanford 9 test in 2003-2004, 2005-2006. Stanford 10 test in 2006-2007 and 2007-2008.

Subject: Mathematics

Grade: 5 Test: Stanford Achievement Test

Edition/Publication Year: 9th / 10th Edition Publisher: Harcourt Assessment

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	86	79	80	76	69
Number of students tested	41	46	42	40	51
Percent of total students tested	84	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Stanford 9 test 2003-2004 through 2005-2006 and Stanford 10 test 2006-2007 and 2007-2008

All students including those in who were in our resource program took the tests. In 2007-08 those scores were inadvertently not included in the aggregate as in previous years.

Subject: Reading

Grade: 5 Test: Stanford Achievement

Edition/Publication Year: 9th / 10th editions Publisher: Harcourt Assessment

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	81	74	79	79	73
Number of students tested	41	46	42	40	51
Percent of total students tested	84	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Stanford 9 test 2003-2004 through 2005-2006 and Stanford 10 test 2006-2007 and 2007-2008

All students including those in who were in our resource program took the tests. In 2007-08 those scores were inadvertently not included in the aggregate as in previous years.

Subject: Mathematics

Grade: 6 Test: Stanford Achievement

Edition/Publication Year: 9th / 10th Editions Publisher: Harcourt Assessment

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	88	82	79	83	83
Number of students tested	36	41	39	44	36
Percent of total students tested	86	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Stanford 9 test 2003-2004 through 2005-2006 and Stanford 10 test 2006-2007 and 2007-2008

All students including those in who were in our resource program took the tests. In 2007-08 those scores were inadvertently not included in the aggregate as in previous years.

Subject: Reading

Grade: 6 Test: Stanford Achievement

Edition/Publication Year: 9th / 10th editions Publisher: Harcourt Assessment

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	81	77	81	82	78
Number of students tested	36	41	39	44	36
Percent of total students tested	86	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Stanford 9 test 2003-2004 through 2005-2006 and Stanford 10 test 2006-2007 and 2007-2008

All students including those in who were in our resource program took the tests. In 2007-08 those scores were inadvertently not included in the aggregate as in previous years.

Subject: Mathematics

Grade: 7 Test: Stanford Achievement

Edition/Publication Year: 9th and 10th Editions Publisher: Harcourt Assessments

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	90	81	75	84	85
Number of students tested	34	38	46	29	51
Percent of total students tested	85	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Stanford 9 test 2003-2004 through 2005-2006 and Stanford 10 test 2006-2007 and 2007-2008

All students including those in who were in our resource program took the tests. In 2007-08 those scores were inadvertently not included in the aggregate as in previous years.

Subject: Reading

Grade: 7 Test: Stanford Achievement

Edition/Publication Year: 9th and 10th editions Publisher: Harcourt assessment

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	83	79	75	82	85
Number of students tested	34	38	46	29	51
Percent of total students tested	85	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Stanford 9 test 2003-2004 through 2005-2006 and Stanford 10 test 2006-2007 and 2007-2008

All students including those in who were in our resource program took the tests. In 2007-08 those scores were inadvertently not included in the aggregate as in previous years.

Subject: Mathematics

Grade: 8 Test: Stanford Achievement

Edition/Publication Year: 9th / 10th Editions Publisher: Harcourt Assessment

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	92	78	83	88	76
Number of students tested	32	43	33	47	46
Percent of total students tested	91	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Stanford 9 test 2003-2004 through 2005-2006 and Stanford 10 test 2006-2007 and 2007-2008

All students including those in who were in our resource program took the tests. In 2007-08 those scores were inadvertently not included in the aggregate as in previous years.

Subject: Reading

Grade: 8 Test: Stanford Achievement

Edition/Publication Year: 9th / 10th editions Publisher: Harcourt Assessment

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Average Score	85	73	78	88	78
Number of students tested	32	43	33	47	46
Percent of total students tested	91	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Stanford 9 test 2003-2004 through 2005-2006 and Stanford 10 test 2006-2007 and 2007-2008

All students including those in who were in our resource program took the tests. In 2007-08 those scores were inadvertently not included in the aggregate as in previous years.

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