

# 2005-2006 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. Thomas Geyer  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Paul Lutheran School  
(As it should appear in the official records)

School Mailing Address 1800 West Freeway  
(If address is P.O. Box, also include street address)

Fort Worth Texas 76102-5930  
City State Zip Code+4 (9 digits total)

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

Telephone ( 817 ) 332-2281 Fax ( 817 ) 332-2640

Website/URL www.stpaulfw.com E-mail tom.geyer@stplcfw.org

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 \_\_\_\_\_ Tel. ( ) \_\_\_\_\_

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

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

Name of School Board President/Chairperson Mr. Charles Havis  
(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 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *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

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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
- \_\_\_\_\_ N/A TOTAL

2. District Per Pupil Expenditure: \_\_\_\_\_ N/A \_\_\_\_\_  
 Average State Per Pupil Expenditure: \_\_\_\_\_

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 5 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	4	6	10	7	11	5	16
K	7	12	19	8	8	15	23
1	14	13	27	9			
2	9	15	24	10			
3	10	11	21	11			
4	19	17	36	12			
5	3	15	18	Other			
6	7	8	15				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>209</b>

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

6. Racial/ethnic composition of the students in the school: \_\_\_\_\_ 91 % White  
 \_\_\_\_\_ 5 % Black or African American  
 \_\_\_\_\_ 4 % Hispanic or Latino  
 \_\_\_\_\_ % Asian/Pacific Islander  
 \_\_\_\_\_ % 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: \_\_\_\_\_ 4 %

[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.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	204
(5)	Total transferred students in row (3) divided by total students in row (4)	4%
(6)	Amount in row (5) multiplied by 100	4%

8. Limited English Proficient students in the school: \_\_\_\_\_ 3 %  
 \_\_\_\_\_ 6 Total Number Limited English Proficient  
 Number of languages represented: \_\_\_\_\_ 2 \_\_\_\_\_  
 Specify languages: Dinka and Nuer

9. Students eligible for free/reduced-priced meals: \_\_\_\_\_ 4 %  
 Total number students who qualify: \_\_\_\_\_ 9 \_\_\_\_\_

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: 4 %  
8 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>5</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>3</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:

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>    </u>
Classroom teachers	<u>11</u>	<u>4</u>
Special resource teachers/specialists	<u>    </u>	<u>1</u>
Paraprofessionals	<u>    </u>	<u>2</u>
Support staff	<u>3</u>	<u>3</u>
Total number	<u>15</u>	<u>10</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 16:1

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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	97%	97%	96%	96%
Daily teacher attendance	98%	98%	99%	99%	98%
Teacher turnover rate	7%	6%	25%	28%	39%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

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

## **PART III - SUMMARY**

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St. Paul Lutheran School is a ministry of St. Paul Lutheran Church in Fort Worth, Texas. The school was established in 1969 and serves students from pre-kindergarten four year olds through eighth grade. Before and after school care is available for students during the school year. The campus is located a mile west of the heart of downtown Fort Worth. Students come from a twenty-five mile radius of the school and live in thirty-eight zip code areas.

St. Paul Lutheran School is recognized by the Texas Education Agency through the accreditation process of the Lutheran School Accreditation Commission of the Texas District of the Lutheran Church-Missouri Synod. It has also received National Lutheran School Accreditation. The accreditation is reviewed annually and renewed every seven years. The most recent accreditation renewal was given in June of 2003.

The mission of St. Paul is sharing New Life in Christ by calling people to connect, learn, and serve in Him. The mission is carried out in the school by providing an excellent academic education to children in a loving Christian environment, reinforcing parents in their role as spiritual leaders in their families, and reaching out with the love of Christ in our community. The school is designed to create a climate where staff, parents, and students work in concert with one another to become more Christ-like in all we do. The curriculum is taught from a Christian viewpoint and integrated with Christian values. Each subject area includes the Texas Essential Knowledge and Skills objectives as well as those established by our Lutheran school system.

Teachers work to create a warm and caring environment. They go out of their way to establish relationships with the families in their classrooms before the school year begins by making home visits. This relationship blossoms throughout the year as teachers and parents commit to develop and stimulate the talents and abilities that God has given to each child.

St. Paul is committed to provide a broad range of learning activities to challenge the individual child throughout the grade levels. Remedial and accelerated programs through our EXCEL! program are available from early childhood through middle school. The curriculum includes foreign language, fine arts (music, handbells, orchestra, drama), and technology throughout the grade levels. In addition, the staff and students are very intentional on using their talents to serve others in the community. Performing at local adult care facilities, visiting nursing homes, collecting food and clothing for area shelters and volunteer agencies, and supporting worldwide organizations are a few ways of putting faith into action.

The School Board and administration are devoted to support staff in their calling to teach and serve those entrusted to their care. The staff is active in parish life at St. Paul Lutheran Church. The goal is to model in word and action Christ-centered living to families.

The school calendar is divided into four instructional quarters which total 180 teaching days. The calendar is coordinated to be in step with the Fort Worth Independent School District as much as possible. School doors open at 8:15 a.m. and classes begin 8:30 a.m. until 11:30 a.m. for the Pre-kindergarten four-year old class; 8:30 a.m. until 12:00 p.m. for Kindergarten; and 8:30 a.m. to 3:30 p.m. for Grades 1-8. Childcare is open from 7:00 a.m. until 8:15 a.m. and 11:30 a.m. to 6:00 p.m.

St. Paul Lutheran School is concerned with supporting and encouraging parents in the religious training of children, nurturing and preserving faith of each child for life in the kingdom of God, and preparing and equipping students to face the challenges of tomorrow.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### Part IV-1. Assessment Results

St. Paul Lutheran School's mission is carried out in the school as we provide an excellent academic education in a loving Christian environment and reach out with the love of Christ to our community. Therefore, we do not use an entrance test for children enrolling in our pre-kindergarten and kindergarten. Entrance testing is done in grades one through eight only to know if a student has learning disabilities beyond our capacity. The goal is to accept all students and allow them to perform to the maximum of their personal abilities.

All students in grades two through eight take the *Stanford Achievement Test, Ninth Edition* every spring. Students in kindergarten and grade one do not take these tests for the following reasons:

- The multiple-choice format of standardized tests allows only one “right” answer per question. This type of simplistic testing undermines the higher-order-thinking skills we expect our children to develop during their formative years.
- Children must sit for long periods of time during testing. This kind of pressure is difficult for young children and can cause poor or inaccurate performance.
- Standardized tests are developed by large publishers that have no connection to our curriculum. Our teachers assess each child's progress daily and are their primary assessors.

The solution for more accurate and developmentally appropriate assessment was to rewrite the report cards in prekindergarten through second grade. Report cards thoroughly assess and report mastery of learning within the curriculum objectives at each grade level. More narrative reporting and portfolio assessment documents students' progress over time.

St. Paul takes a very low key approach leading up to the tests and advise our parents to see that their children get proper rest and a good breakfast every morning. All grades take the test as a group in their classroom. Only those students who have been identified as Special Education take their tests individually in the EXCEL! resource room. Their scores (5-6 students) are excluded from the classroom test scores. All students are advised to do their best and reminded that these tests will not be solely used to determine whether or not they pass a grade level. Each child is taught on the grade level that challenges them to grow and achieve to the maximum of their personal abilities. Teachers offer before or after school tutoring for struggling learners.

The seventh grade mathematics test scores have moved from the 80<sup>th</sup> percentile in the fourth grade to the 94<sup>th</sup> percentile in four years. The fourteen point jump is a significant increase for the class. Their reading scores increased from the 84<sup>th</sup> percentile to the 91<sup>st</sup> percentile during the same period. This seven point increase is not as great as their math scores, but is still significant nonetheless.

The eighth grade reading test scores moved from the 79<sup>th</sup> percentile in fifth grade to the 84<sup>th</sup> percentile and the mathematics test scores moved from the 63<sup>rd</sup> percentile in fifth grade to the 80<sup>th</sup> percentile in eighth grade. The increase in reading is small, but significant, and the percentile increase in mathematics is quite dramatic over the four years.

The teachers and principal recognize students in grades five through eight who earn High Honor Roll (all A's in subjects) or Honor Roll (all A's and B's in subjects) each quarter. Their name is called and they come forward to receive a certificate of achievement from their teacher in front of the student body.



## Part IV-2. Using Assessment Results

St. Paul Lutheran School uses the assessment data in several areas. These areas include:

- Curriculum assessment
- Identifying potential learning gaps
- Targeting specific standards that are not being met, analysis and redesign of such strategies
- Identifying middle school students who will be in the Advanced Honors or our Gifted and Talented track

The test data helps to identify year to year progress in our curriculum as well as measure growth and effectiveness in specific subject areas.

The test data is one means to identify and/or confirm areas where specific students have learning gaps. The information is passed to our EXCEL! special education teacher who develops an individualized curriculum to reinforce areas where such learning gaps occur. She works with students individually or in a small group. The primary goal is to enable all children to succeed!

There are times when the assessment results identify or confirm specific areas where standards are not being met. The teachers add supplemental materials or alter instructional strategies to meet and exceed the standards.

Finally, the assessment results are used as one of four means of identifying Advanced Honors students. Sixth grade students scoring above the 85<sup>th</sup> percentile in Reading, Mathematics, and Science may be placed in the Advanced Honors track during their seventh and eighth grade years. These students will have earned ninth grade credit in the three subject areas by the time they graduate from St. Paul.

St. Paul assesses the results to aid in identifying students for our EXCEL! gifted and talented track in grades 3-5. A program has been developed for students to use their creativity in language arts.

## Part IV-3. Communicating Assessment Results

St. Paul Lutheran School communicates student performance and assessment results to students, parents, and the community in a variety of ways. The partnership between teacher, parent, and student is set prior to the start of the school year when each teacher travels to their students' homes for a visit. Expectation, guidelines, and questions are shared with one another. Homeroom teachers email classroom newsletters to their parents and post them on the school's web page. The newsletters include upcoming homework and projects as well as highlight service projects, field trips, or student awards and successes. The school publishes and sends via email the weekly newsletter, *The Wednesday Weekly*, providing school families and the community with an overall look at the activities and accomplishments of our students and faculty. The school's web address is [www.stpaulfw.com](http://www.stpaulfw.com).

Mid-term progress reports are sent home to parents each quarter. The reports show every grade earned in each major subject area so that teachers and parents can review strengths and identify areas for improvement. At the end of the first grading period, parents and teacher conference to review student progress. Report cards are given to the parent. We have had 100% attendance for years. Parents may request a conference at any time during the school year. Students are awarded certificates for Honor Roll (above 80% in all subjects) or High Honor Roll (above 90% in all subjects) in a school assembly each quarter.

The parents receive a detailed summary of the *Stanford Achievement Test* results. The teachers and principal are available to assist parents interpreting the results as needed. A cumulative summary of class progress in each of the testing categories in grades 2-8 is published for parents to see growth through the years. Results are also posted on our web page for the public to review.

#### **Part IV-4. Sharing Successes**

St. Paul Lutheran School willingly and intentionally shares the tools and strategies that have had positive impact on student learning. The school's Curriculum Guide has served as a model for other Lutheran schools in the Texas District. The curriculum is available for review on our web site, [www.stpaulfw.com](http://www.stpaulfw.com). A one-page hard copy summary of the curriculum by grade level is handed out to parents as they inquire about the school or come for a tour. The annual accreditation report, documenting growth through our School Improvement Plan, is available for public review.

Successes are shared with parents who come to St. Paul and inquire about the school. The principal meets with parents, tours are regularly offered, Open Houses are conducted in fall and winter, and our school participates in the Tarrant County Private School Fair.

St. Paul's Fine Arts Department travels to local agencies and presents orchestra or handbell concerts, our Elementary and Middle School Departments perform musicals and drama productions, and our entire student population is involved in service projects throughout the community.

St. Paul teachers participate annually in staff development. They attend workshops and conferences regionally and nationally, and a few have served as presenters at the Texas District Professional Church Workers State Conference and national conferences. Some have published articles related to best practice strategies related to academics, social, and spiritual growth and development.

# PART V – CURRICULUM AND INSTRUCTION

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## Part V-1. School's Curriculum

The day begins when students gather in the sanctuary for devotions. Scripture, song, prayer, and the pledge to the American and Christian flag highlight the time together. The Religion curriculum allows all students opportunities to grow in their relationship with Jesus Christ as they participate in Scripture study and memorization, daily lessons and singing, prayer, and application of God's Word in worship, in their homes, in community service projects, and global mission projects.

The Reading curriculum uses a balanced literacy approach that develops the skills of Reading and Literature, Grammar, Spelling, Writing, and Communication. Reading and Literature begins with the young students learning Phonics. Once the door of reading has been unlocked, famous authors, classic literature, and novels are introduced to the students so they develop a love for reading and an ability to become independent readers. Through the grades, students have time daily for D.E.A.R. – Drop Everything And Read. We utilize the *Accelerated Reader* program and offer incentives when students achieve certain point levels. Daily grammar lessons and review, spelling, and process writing encourage our students to become more proficient communicators of the written language. They learn to do this in book reviews, research reports, and essays. Communication skills are developed as children practice public speaking within the classroom (Speaker of the Week, oral reports, presentations), in worship leadership, and dramatic performances in front of large audiences.

The Mathematics curriculum vertically articulates from basic mathematics through ninth grade Algebra. It focuses on the fundamental skills, knowledge, and methods for productive learning. Lessons utilize hands-on strategies, manipulatives, calculators, and computers so that computation, problem solving, logic, and reasoning skills are grasped. Students have opportunities for individual reinforcement or enrichment.

The Lord's creation is explored throughout the Science curriculum. Using TEKS (Texas Essential of Knowledge and Skills) as the foundation and a variety of supplementary and enrichment materials, students acquire an understanding and appreciation of the Lord's world. This is accomplished in the classroom and in the science lab through hands-on activities, models, field trips, lectures and class discussion, textbooks, journals, the use of the scientific process, and the Science Fair.

The Social Studies curriculum emphasizes an understanding, awareness, and appreciation for the home, community, state, country, and world that God has given us. Community speakers, field trips, sixth grade outdoor education, a three-day seventh grade Texas history adventure, and a five-day eighth grade United States Civil War era trip to Vicksburg and Natchez, Mississippi bring the social sciences to life.

Physical Education classes meet two times weekly. Small and large motor activities, movement, and team games are presented to the students.

Music education begins in pre-kindergarten. General music classes are offered two times each week for all grade levels. Additionally, our orchestra (students in grades 4-8) practices twice weekly, and our three handbell choirs (grades 5-8) practice two times each week.

Art is taught two times each week throughout the grade levels. An appreciation of art is gained as students use various media and learn about classical and modern artists.

Spanish is taught two times a week through grade 6. Spanish is taught three class periods each week in grades seven and eight. All students graduating from St. Paul receive the necessary credits to be exempt from Spanish I in high school.

Computer technology enables students to effectively develop skills for the high school years. Students in all grade levels utilize the computer lab for typing tutorial, core curriculum research, publishing the school's newspaper and yearbook, and presentations. Students know that the computer is an everyday learning tool.

## Part V-2. Reading Curriculum

The Early Childhood Department researched, reviewed, and adopted a phonetic-based instructional program in 1998. Since its commencement in the kindergarten through second grade classrooms, phonics instruction has been a foundational block to our reading curriculum at St. Paul Lutheran School. We've seen an overall improvement in both reading and spelling. We adopted the *Saxon Phonics* series that includes letter sounds and formation, phonemes, phonetic coding symbols, high-frequency words, spelling, reading comprehension, daily written practice, and phonetic basal readers. By the end of second grade, all students have become independent readers.

The idea of reading to learn and reading to enjoy becomes more prominent by the elementary grade level as students are exposed to higher level literacy techniques in third through fifth grade. In doing this, they read with growing interest on a wide variety of topics and adjust their reading approach to various forms of texts. Expansion of their vocabulary occurs systematically across the curriculum. We currently use *Invitations to Literacy* by Houghton/Mifflin in third and fourth grade and have an anthology-based reading curriculum in grade five as students explore sixteen different areas of genre. The spelling series in grades 3-5 is *Wordly Wise*. Students use the challenging words in their writing and in their speaking.

Appreciation for a wide variety of literature continues in the middle school grades. As the students study literature, they are exposed to poetic devices, short story elements, and novel study that provide opportunities for students to think and respond both critically and analytically in writing or orally. Understanding more about authors frees the students to think like an author and respond accordingly in their own writing. Holt, Rhinehart, and Winston's *Adventures for Readers* is used as a guide for instruction.

Students in grades two through eight are required to read books independently. To help motivate this practice, St. Paul has an *Accelerated Reader* reading list of more than 7,200 selections available for students. After reading the book the child takes an individualized comprehension test on the computer. Points are awarded according to the book's reading difficulty and the number of correct responses by the student. Students in grades three through eight are required to attain a designated number of points per quarter based upon their reading range. Incentive awards are handed out when children reach certain point milestones.

Incorporated in reading as an incentive to students are the *Six Flags* and *Pizza Hut* reading programs through sixth grade. Students earn free admission tickets or pizza coupons.

## Part V-3. Music Curriculum

"Let everything that has breath praise the Lord," taken from Psalm 150:6 is the cornerstone of the music curriculum at St. Paul Lutheran School. The music curriculum is Christ-centered and supports the mission of the school as we share New Life in Christ by calling people to connect, learn, and serve in Him. Music enhances our excellent academic education to children and provides opportunities for our students to reach out with the love of Christ to our community. It is developmentally tiered for students in grades pre-kindergarten through eight.

As music programs continue to diminish throughout our schools, St. Paul made an intentional effort to increase the music opportunities for our students. Beginning in early childhood, music promotes the children's listening skills, creative expression, and social skills. They explore sound, volume, tempo, and rhythm. They enjoy accompanying with instruments and moving while singing. Students in pre-kindergarten through grade two perform various musical selections for the public throughout the year, be it during the fall, at Christmas, in the spring, or at local nursing homes.

In the elementary grade levels, the students begin to learn and analyze more complex melodies and forms of harmony. Playing instruments allows students to be actively involved in rhythm. Classical music forms are studied and an appreciation for various forms of musical techniques is encouraged. Qualities and examples of ethnic music are compared to traditional music. Students are introduced to famous

musical composers and the period their music represents. In grades three through six, the students perform a musical production for the general public.

In middle school, the students are able to recognize, perform, and conduct all meters. They engage in music writing. The role of music in the church is discussed, and these students have an opportunity to participate in leading worship.

St. Paul middle school choir performs at our Fine Arts night as well as leading in our weekly chapel services.

Orchestra starts in the fourth grade. A beginner, intermediate, and advanced orchestra perform during worship, school events, at nursing homes, and in the community. Thirty percent of our students in these grades play a stringed instrument.

St. Paul has three outstanding handbell choirs comprised of students in grades five through eight. The handbell choirs participate in school events, at our Sunday worship, and at assisted living centers.

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

St. Paul Lutheran School believes that all children should have an opportunity to perform to the maximum of their personal abilities. That is why we include different instructional strategies to improve student learning. Such strategies include, but are not limited to direct instruction, small group instruction, cooperative learning groups, peer assisted learning activities, Power Point presentations, computer assisted instruction, educational videos, internet activities, hands-on activities, experiments, manipulatives, guest speakers, role playing, listening to audio tapes/CD's, and other multi-sensory experiences.

The EXCEL! program at St. Paul provides support to students who have been identified with special education needs as well as students who need additional support in a specific strand of the curriculum. The EXCEL! teacher works in tandem with the classroom teachers, giving support, resource suggestions, as well as co-team teaching within the classroom.

The EXCEL! program provides additional support to exceptional learners in the elementary grade levels. The EXCEL! Writing Club challenges students to problem solve, expand on their higher level thinking skills, and develop their creative writing skills. Enrichment activities for students through grade six are offered in our after-school *Mad Science* program. Students in grades one through eight participate in the Private School Interscholastic Association academic competition in the spring. Our teachers serve as group leaders and our parents provide support.

St. Paul provides homework assignment books to all students beginning in third grade. Major assignments, such as tests and research projects, are also posted on each teacher's individual classroom newsletter on our web site. Such tools help children develop study and organizational skills.

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

St. Paul Lutheran School believes that continued education and professional development result in motivated, knowledgeable, and highly competent Christian educators. The administrator and teachers are expected to be life-long learners. Teachers need stimulation of mind, body, and spirit as they meet the needs of the children in their classrooms. The faculty, Board, and parents are committed to this challenge for the betterment of the students at St. Paul Lutheran School.

The School Board, parent support group, and congregational budget provide financial support to teachers who desire to pursue an advanced degree. The teachers submit their continued professional growth plan for approval. Fifty percent of the tuition will be reimbursed to the teacher upon successful completion of the class.

All teachers and the administrator are members of our Lutheran professional organization, Lutheran Education Association. The School Board approves membership fees out of the budget. The administrator and teachers have membership in at least one other professional organization related to their specialized area of teaching. Our parent support group pays for our teachers to attend the national Lutheran Education Association Convocation. In 2004, it was in Indianapolis. In 2008, it is scheduled for Minneapolis. The

staff attends our Texas District Professional Church Workers Conference annually. Several teachers attend seminars and conferences related to their specific area of educational interest. A few teachers have been presenters at Lutheran teacher conferences.

St. Paul teachers have a minimum of fifteen hours of staff development from in-service programs in the beginning of the year and during the school year. Recent programs included professional training in technology, helps for handling bullying within the classroom, and identifying and teaching gifted and talented students in the classroom.

## **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): 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 X No \_\_\_\_\_

3. What are the 2005-2006 tuition rates, by grade? (Do not include room, board, or fees.)

$\frac{\$2900}{\text{K}}$	$\frac{\$4700}{1^{\text{st}}}$	$\frac{\$4700}{2^{\text{nd}}}$	$\frac{\$4700}{3^{\text{rd}}}$	$\frac{\$4700}{4^{\text{th}}}$	$\frac{\$4700}{5^{\text{th}}}$
$\frac{\$4700}{6^{\text{th}}}$	$\frac{\$4700}{7^{\text{th}}}$	$\frac{\$4700}{8^{\text{th}}}$	$\frac{\$}{9^{\text{th}}}$	$\frac{\$}{10^{\text{th}}}$	$\frac{\$}{11^{\text{th}}}$
$\frac{\$}{12^{\text{th}}}$	$\frac{\$}{\text{Other}}$				

4. What is the educational cost per student? \$5722.16  
 (School budget divided by enrollment)

5. What is the average financial aid per student? \$158.03

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 11.7%

# PART VII - ASSESSMENT RESULTS

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test Series  
Form S 1996  
Harcourt Educational Measurement

Scores are reported as percentiles.

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April
<b>Grade 2</b>				
Reading	89	85	71	73
Mathematics	85	84	55	40
Number of students tested	24	21	37	25
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
	2004-05	2003-04	2002-03	2001-02
Testing month	April	April	April	April
<b>Grade 3</b>				
Reading	78	78	78	69
Mathematics	52	70	60	54
Number of students tested	17	34	21	22
Percent of total students tested	89	100	100	100
Number of students excluded	2	0	0	0
Percent of students excluded	11	0	0	0
	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April
<b>Grade 4</b>				
Reading	77	78	74	84
Mathematics	73	74	68	80
Number of students tested	33	17	21	24
Percent of total students tested	92	100	100	100
Number of students excluded	3	0	0	0
Percent of students excluded	8	0	0	0
	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April
<b>Grade 5</b>				
Reading	84	76	88	79
Mathematics	81	68	82	63
Number of students tested	18	16	22	37
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April
<b>Grade 6</b>				
Reading	78	85	77	79
Mathematics	76	90	73	83
Number of students tested	15	20	35	22
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0



	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April
<b>Grade 7</b>				
Reading	91	83	80	83
Mathematics	94	76	83	81
Number of students tested	17	27	16	23
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April
<b>Grade 8</b>				
Reading	84	88	84	82
Mathematics	80	86	78	84
Number of students tested	23	14	23	20
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0