

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Stephen E. Danish

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

Official School Name Immanuel Christian School

(As it should appear in the official records)

School Mailing Address 6915 Braddock Road

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

City Springfield State VA Zip Code+4 (9 digits total) 22151-3602

County Virginia State School Code Number* _____

Telephone 703-941-1220 Fax 703-813-1945

Web site/URL http://www.icsva.org E-mail info@icsva.org

Facebook

Page https://www.facebook.com/icsva Google+ https://plus.google.com/+ImmanuelChristianSchoolSpringfield/about

Twitter Handle _____

YouTube/URL https://www.youtube.com/user/icsvavideos Blog http://www.icsva.org/blog/ Other Social Media Link http://instagram.com/icsva

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

Date _____

(Principal's Signature)

Name of Superintendent* _____ E-mail: _____
(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 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Chris Gleason

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

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

Date _____

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

**Non-public 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 (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 25 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	18	31	49
1	23	20	43
2	21	28	49
3	25	18	43
4	20	22	42
5	14	20	34
6	21	22	43
7	21	20	41
8	22	27	49
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	185	208	393

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 12 % Asian
 - 11 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 59 % White
 - 12 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1	364
(5) Total transferred students in row (3) divided by total students in row (4)	0.030
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages: N/A
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

9. Students receiving special education services: 10 %
37 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>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>25</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>29</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: We partner with families to inspire purposeful lives of learning, godliness and service.

PART III – SUMMARY

Immanuel Christian School is located in Springfield, Virginia, a suburb of Washington, D.C. and situated in Fairfax County, Virginia. The campus is comprised of 14-acres just off the Capital Beltway and convenient to Metropolitan Washington, D.C., Northern Virginia, and southern Maryland. The surrounding Springfield community is home to families from many diverse cultures, including Korean and Hispanic populations among others. The school's accessibility to the Beltway and other major arteries brings families from all over the D.C. Metro area, but the majority of our families live in Fairfax County.

At ICS, our mission is as clear today as it was when we were founded in 1976 and is at the core of our mission statement--We partner with families to inspire students for purposeful lives of learning, godliness, and service. The school's vision and values are best expressed in our commitment to Christian education. We believe that the purpose of education is to bring us into a fuller knowledge of God, His word and His world, and to increase our understanding of that life He has designed for us. At Immanuel, education is not merely a means for making a living, but rather a means for learning how to live. To this end, Immanuel employs staff and faculty who embody what we call the "Living Curriculum." That is, those who teach and assist the students and families of ICS recognize the value of each individual in God's sight, and are involved in the work of the school to help students achieve their God-given potential academically, socially, and spiritually.

The foundational document that provides the guidelines for teachers is entitled Goals of an Immanuel Education, and incorporates four basic pillars of instruction: faith, knowledge, thinking, and communication. The Goals summarizes and correlates each of these pillars in: the emphasis on spiritual formation (faith), the acquisition of core knowledge and mastery of basic skills (knowledge), training in critical thinking and problem solving (thinking), and the development of written, verbal, and visual communication skills (communication). Immanuel's curriculum guides incorporate each of these goals throughout all content areas, providing teachers with a framework for teaching that embraces the whole child. An Immanuel education is designed to instill Christian character in our students, provide challenging, authentic educational experiences, and equip them for future success and achievements.

Our administration and faculty have embraced the challenges of education in the 21st century through the acquisition and expansion of our technology platform. In Fall 2012, the school completely revamped our website, which is now more visually appealing, comprehensive, and user-friendly. Parents can use the website to find a wide variety of useful information, download forms and schedules, and access the RenWeb portal, a database and classroom connection resource.

In 2013, all instructional personnel received new Dell laptops; the school also acquired a cart of mini-computers for use by middle school students in creative and persuasive writing. These new tools augment the existing computer resources in the Technology Education Center and the Promethian interactive boards in each classroom.

Immanuel is always moving forward in academics, especially in the area of STEM instruction and opportunities. Middle school students who have demonstrated advanced math skills can enroll in seventh grade algebra class, and advanced eighth grade students can take geometry. In addition, the middle school math teachers provide interested students with an array of exciting math challenges, from participation in the Math Olympics and Rubix Cube competitions, to weekly Math Counts and Math Club meetings - all designed to encourage math ability and nurture interest in applied mathematics.

One of the most significant achievements in the past three years has been the upgrade of our school security system. In addition to revising school emergency procedures, a number of physical and personnel changes keep our students safer and more secure. These changes included hiring full-time security personnel, installing a visitor ID badge system which cross-references visitors against police databases, installing swipe locks to all classroom and external doors, and fitting external windows with a security film.

On order to grow and change to become a more effective and responsive educational institution, ICS is transitioning from a three-member academic leadership structure to an upper and lower school organization with one principal for grades K-4 and another for grades 5-8. To continue to encourage increased enrollment, a third kindergarten class was added in the 2014-2015 school year. Studies are underway to reduce class sizes to no more than 22 students per classroom, allowing for more individualized attention. The recent expansion of the enrichment program allows more opportunities for gifted and advanced students to reach their potential, even as we continue to serve the population of striving students through our Discovery, Barton's, and Search and Teach programs. Finally, a Classroom Resource Assistant will join our faculty in 2015-2016 allowing for additional instructional reinforcement.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Language Arts

Engaging, multi-sensory, and developmentally appropriate lessons in reading, writing, grammar, oral language, and research skills form the core of Language Arts studies. Teachers plan and prioritize instruction based on our recently revised, school-wide Scope and Sequence, which emphasizes a range of strategies to support student language development. These include creative thinking and collaborative assignments that build reading comprehension, teacher-guided lessons to promote vocabulary and spelling acquisition, narrative, persuasive and expository writing, and the use of multiple reading genres to increase interest and broaden appreciation. Poetry reading and the figurative language used by poets forms the basis for poetry appreciation and composition. Grammar and usage instruction enhances student writing and includes sentence diagramming in the upper grades. Expressive writing begins with daily journaling in kindergarten as students write to express their thoughts and ideas while also developing basic writing and language skills. Search and Teach resource staff identify struggling readers at the primary level so that students can receive early interventions. Every classroom teacher offers differentiated language arts instruction through leveled reading, tiered responses to reading, individualized writing assignments, and remedial or accelerated tasks in curriculum materials.

Mathematics

Our comprehensive math program motivates students to build on prior knowledge to learn, understand, and apply new concepts. The in-depth study of numbers, patterns, relationships, measurement, estimation, inference, and logic forms the foundation for critical thinking, problem solving, and reasoning skills.

Math is viewed as an applied science that deals with relationships among quantity, measurement, and properties. Instructional methods include systematic and explicit instruction, drill, peer tutoring, individualized assistance, modeling, cooperative learning, math labs, tiered projects, and hands-on activities. Math teachers use technology tools to demonstrate computation and applied math, for virtual manipulatives, and to enhance mathematical thought and understanding. Primary math instruction features extensive use of manipulatives to develop representational number concepts. Beginning in fifth grade, math classes are divided by ability level which enables those students who demonstrate early Algebra readiness to progress to high school level Algebra and Geometry in middle school. To meet the needs of striving students, ICS math teachers offer additional assistance on an as-needed basis. Gifted or high-achieving math students participate in Math Enrichment classes in which advanced computation, logic problems, and games stimulate critical thinking and develop a range of math skills.

Social Studies/History

Critical thinking, collaboration, and creative problem solving activities are central to the study of world and national history, geography, civics and culture in the social studies and history curriculum.

Understanding diverse people groups and their histories is essential in our multi-cultural society. Not just a rote memorization of dates and places, social studies classes combine the power of the Internet in accessing primary and secondary sources, lively classroom discussion, and inquiry-based projects to make history come alive. Strands developed sequentially through all grades include knowledge and content goals in history, geography, economics, cultural-social-political structures, and the role of government.

Teachers at all grade levels integrate high quality historical novels with history studies, which contributes to a well-rounded view of a historical time or place. Content area integration also adds depth and insight to the study of people, places and events in a historical setting and promotes higher order thinking as students synthesize themes and information from discrete subjects.

Science

Students in hands-on science classes learn to thoughtfully and analytically engage the world around them. Lessons emphasize critical thinking, and pondering questions and problems instead of rote memorization of

facts. Rigorous academic instruction is designed to challenge and excite students as they connect theory with the natural world.

In the primary grades, students begin scientific inquiry using science kits and teacher-created lessons. In third through eighth grades, students progress through curriculum that includes observation, experimentation and analysis related to various areas of scientific thought. In environmental and physical science in the elementary grades, students study a variety of plants and various organisms to learn more about their structure, growth and development, and impact on their habitat. Middle school students learn principles of earth science, astronomy, biology and microbiology, physics, and chemistry - all chosen to provide graduates of ICS with a comprehensive understanding of the physical universe. Every unit includes lab instruction and a variety of hands-on activities that engage all learners.

2. Other Curriculum Areas:

Fine Arts - Visual

The Fine Arts program spans the spectrum of artistic genres that encourage students' expression, appreciation and creativity. A walk through the halls of Immanuel is like a stroll through an art gallery as student work is on display throughout the school. Every student is involved in the creative process, from simple line drawing in kindergarten to photographic composition in middle school. Weekly art classes in grades K-6 include instruction in the use of color, drawing and painting, sculpture in a variety of media and units based on works of the masters, in which principles of color, form, and technique are featured. Many art projects integrate with social studies and literature units, and enable the appreciation of art as a means of intellectual expression.

Seventh and eighth grade students can choose from a selection of Fine Arts classes offered through Middle School Electives. Painting, photography, sculpture, and other media encourage creativity and artistry in semester-long classes.

Fine Arts - Performing

Participation in the performance arts is a staple of the Immanuel curriculum. Drama classes are available to middle school students through Electives, but students at every grade level develop oral language, memorization, and performance skills in plays, readings, and enactments throughout the school year. Formal drama class is offered once a year as a Middle School Elective. Students in Drama discuss the elements of dramatic presentation, experiment with improvisation, and become actors and singers in a play performed for the ICS community at Grandparent's Day Chapel. Role-playing enables children to understand and appreciate the thoughts, motivations, and actions of a character or historical figure. For example, third grade students perform the Moving West play that chronicles the westward expansion in America during the 19th century. Fifth grade curriculum integrates the study of ancient Rome with the performance of Shakespeare's Julius Caesar as students gain understanding of the limits of power and the historic role of autocratic government while enjoying the process of collaboration in putting on a play.

Basic music theory, choral performance, musical instruments, and note reading are all part of weekly music instruction in grades K-6, which also includes exposure to a variety of musical genres. Individual, weekly music lessons are offered in string, wind, brass, or percussion instruments or piano. As students become more accomplished musicians, they may become part of either the beginning or concert orchestra. An after-school choral program provides vocal performance opportunities for upper school students.

Foreign Languages

Spanish language familiarity, acquisition and proficiency are taught in grades K-8. Middle School students can also choose to take one semester of language introduction in Latin during Electives period. The primary Spanish program consists of weekly classes that focus on acquiring vocabulary, developing listening and inference skills, and speaking basic conversational phrases. In the elementary grades the academic priorities are to continue the development of vocabulary and speech, begin to acquire grammar skills, and become acquainted with the people and customs of Spain and Latin America. These weekly classes prepare students for middle school Spanish. Spanish classes in grades 7-8 meet three times per week and are designed to teach the language with purpose and context, and in preparation for the 8th grade Performance Assessment which determines readiness for high school Spanish. Emphasis is placed on grammar and vocabulary and

the ability to converse comfortably in Spanish. These classes insure that Immanuel Christian School is in compliance with the Blue Ribbon program's foreign language requirements.

Physical Education

The PE program at Immanuel emphasizes the importance of personal fitness, sportsmanship, athletic skills, healthy eating, and affirmative social relationships. Classes meet twice weekly for Grades 3-8 and three times a week in Grades 1-2. Students in fifth grade through middle school are eligible to participate in an array of interscholastic sports: soccer, cross-country, basketball, lacrosse and softball.

Regular PE classes begin with calisthenics to develop muscle tone, flexibility and strength. Primary students learn cooperative play and acquire motor skills and endurance through a variety of developmentally appropriate games and activities. Emphasis is placed on sportsmanship, honesty, and fair play at all grade levels. Students at every grade level learn the rules and knowledge necessary to play a variety of team sports and also receive instruction in health and nutrition classes that communicate the importance of physical, mental, and emotional health.

3. Instructional Methods and Interventions:

In our classrooms, teachers employ the “know, understand, and do” methodology to instruction, and design units of instruction that meet the needs of all learning styles and ability levels. Our goal is to provide opportunities for developmentally appropriate, pedagogically rich, engaging academics that encourage each student to reach his or her highest potential. ICS students are not just passive learners, but involved in the learning process through varieties of differentiated assignments including, but not limited to, subject-area integrated projects, oral language opportunities, and authentic tasks. For example, kindergarten students learn applied math and science concepts through the “Kinder-garden,” an actual on-site food garden that students plan, prepare, plant, cultivate and harvest. Novels in all grade levels are integrated with the social studies and history curriculum. As a result students make connections between words on the page and real-world people and events. In fourth grade, students read a novel set in colonial times which connects to a social studies field trip to Gadsby’s Tavern, and the Colonial Days activity in which students dress as colonists, play games of the era, and have a lunch of foods common in colonial times.

Similarly, in seventh grade students studying the Civil War read "Rifles for Waite," take a field trip to a Civil War battlefield, and engage in mock debates that stimulate deeper understandings of the conflict. All science classes feature hands-on lessons and lesson extensions such as the second grade dinosaur unit field trip to a nearby creek bed in which students find a variety of real fossils. Students in 7th and 8th grade use physics, applied math, and science concepts in after-school Rocketry Club to design, simulate, build and fly a one-stage rocket. These students must problem-solve in the field to modify the rocket to comply with flight parameters and adjust to weather conditions.

To complement and enhance classroom instruction, Immanuel features a computer lab and an array of technology assets. The focus of technology is on integrating the use of devices into the curriculum in a natural and responsive manner. By the time ICS students reach middle school, they apply skills through advanced math programs, digital animation and web design, and access productivity tools to design, develop and present digital projects. Our updated media center is complete with Chromakey Green Screen, lights, digital video camera and video editing equipment.

Students at any grade level who demonstrate the need for academic support or enhanced instruction are referred to specialists who meet with students to provide the necessary services.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Analysis of the past five years of testing results at ICS reveals information that can be directly related to several factors. In most grades the low-water mark in scores was in April 2012. It was in 2012 that ICS changed testing instruments from the SAT, which had been used in previous years, to the Terra Nova 3. The Terra Nova 3 was adopted by ACSI in that year, and Immanuel followed suit as we use the services of ACSI for test ordering, scoring, and reporting. Many features of the Terra Nova 3 test were an improvement over the SAT, but the new test proved to be more rigorous than the previous testing. However, two-thirds of the grades reported higher scores in both math and reading in 2013 and 2014 as teachers and students have adjusted to the more difficult test.

A review of scores in both math and reading shows a marked consistency in scores in the third grade. We attribute this to the long-term stability of teachers in third grade. Particularly in grades where circumstances required prolonged teacher absence or mid-year replacement, testing scores were somewhat lower. As we have focused our analysis on grades and years in which scores decreased, it became apparent that students in fifth grade were having difficulty with math concepts related to decimals and fractions. This was verified anecdotally from middle school math teachers. As a result, elementary math teachers have emphasized instruction in those areas. In general, however, standardized testing scores at ICS have remained mostly at 85% or higher. New math curriculum in the elementary grades, additional activities and resources for middle school math students, and the addition of a dedicated position to teach gifted and advanced students have all contributed to the most recent higher scores in the Terra Nova 3.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Immanuel relies on the professional expertise of the faculty and oversight from our experienced leadership to evaluate and improve instruction. These leaders provide support and accountability for teachers at each grade level to apply their analysis of assessment instruments to classroom instruction.

In the primary grades, the acquisition of reading skills is regularly notated and additional instruction is available. Primary teachers use formative assessments in reading and math, and track student progress in all subjects anecdotally. Regular consultation between cohort teachers at each grade level ensures parity in instruction and assessment, targeted pretesting, equivalent assessment instruments and expected outcomes, and informed instructional improvements that support student learning. While our teachers do not receive specific training in data analysis and interpretation, they confer regularly with the instructional supervisor, whose responsibilities include the classroom observation of teachers and evaluation of their lesson plans and assessments. The instructional supervisor reviews annual and local testing results with teachers and assists them in connecting content and pacing to demonstrated student ability. Middle school parents can access their child's test grades 24/7 through the RenWeb portal, and parents of primary and elementary students regularly receive a packet of their child's assessment results from the classroom teacher.

In addition to annual Terra Nova 3 testing in grades 3-8 and InView aptitude testing for grades 3, 5, and 7, teachers use assessment materials provided by textbook companies and teacher-created assessments based on what has been taught in class. Sixth grade students take the Iowa Algebra Aptitude Test to determine placement in seventh grade math classes. Teachers at all grade levels employ a range of formative and summative assessment tools that are calibrated to identify and support individual learning strengths, styles, and modalities in the acquisition of content mastery.

Part VI School Support

1. School Climate/Culture

Partnering with parents to develop the Christian character of their children is a principal goal and responsibility of our staff and faculty. Because we believe that a life of character begins with a change of the heart which is expressed through service, our students participate in on-going class service projects through our Character-in-Action program, where they experience the joy and satisfaction that comes from meeting the needs of others outside the walls of ICS. From visits by primary students to nursing home residents, to eighth grade students engaging with children with moderate to severe learning disabilities at a parents' day-out program, our students gain authentic opportunities to enrich their own lives as they reach out to others through Character-in-Action.

In 2007, our Head of School developed the school-wide Bonus Verse Program which unites our school around a theme related to the selected verse for the school year. The Bonus Verse focuses on a short passage of scripture with a graphic theme (a well, a mirror, a root, a treasure) that is tied to a spiritual formation principle. Each verse or passage is a doorway to an entire body of biblical literature that speaks to these themes. Our goal is to live with one of these passages for a full year, exploring its message and other correlating scripture. Chapel messages introduce and develop the theme and teachers reinforce the principle in classroom discussions. Students who memorize the passage have an opportunity to recite it to the Head of School and have a brief discussion about its meaning. Every year since the inception of the Bonus Verse program, students at every grade level have had the privilege of devoted, uninterrupted time with the Head of School as they discuss the verse and its personal life application - a unique and valuable experience in the life of each child.

Because our faculty and staff are the heart of our Living Curriculum, the administration is committed to providing the highest degree of professional and financial support possible. Immanuel offers its teachers competitive salary and benefits, tuition assistance for graduate studies, free attendance at professional conferences through Title II monies, weekly in-house professional development, and classroom guidance from an experienced Instructional Supervisor. Daily devotional and team meetings promote spiritual and personal encouragement to our faculty and staff while building camaraderie and professionalism.

2. Engaging Families and Community

One enduring focus of Immanuel Christian School has been its partnership with the parents of our students. Our mission statement begins, "We partner with parents..." underscoring the vital importance we place on the home-school connection. The administration is purposeful about this connection and has created a number of venues to provide information assistance to parents. Every teacher either maintains a class webpage/newsletter or posts timely information through RenWeb, a secure website for parents which features classroom schedules, homework assignments, and secure access to individual student grades. Teachers are available for conferences during annual conference time or on an as-needed basis, and respond to all parent emails within 24 hours during the school week. In 2010, the administration developed grade-level Parent Service Teams to facilitate parent involvement in student activities such as field trips, class parties, and Bible verse recitation. The support teams work with the classroom teachers to involve parents and help them fulfill their required parent service hours. This level of cooperation and interaction provides students with the allied support from home and school that is necessary for success in the classroom.

ICS interacts with the surrounding community through our annual Serve-A-Thon event. Serve-A-Thon is designed to meet needs in our community while showing students tangible ways to put Christian character into action. Each year since 2005 our students have been involved in a variety of community service projects, including planting trees in local parks, assisting at a local food bank and washing fire trucks and ambulances. Our middle school students join students in a Washington, D.C. public school to package humanitarian supplies for one of our overseas partner schools in Rwanda, Romania, and India. Each May, our sixth grade students welcome third graders from our partner school in D.C. for a day of games, crafts,

and sports. This visit is the culmination of the “Book Buddies” reading program, in which our sixth graders travel periodically to the D.C. school to spend time reading with their third grade buddies. There is additional Book Buddies program with our seventh grade students and kindergarteners at a nearby Fairfax County public school. At Thanksgiving, students donate canned goods that fill food boxes for needy families at this school in nearby Annandale, Virginia. Through all of these targeted, purposeful programs, students at ICS learn how to be a contributing member of their community and put their faith into action.

3. Professional Development

The ICS faculty is comprised of caring, qualified professionals with extensive education, training, and experience in the fields of early childhood, elementary and secondary education. All faculty members hold at least a bachelor’s degree and almost half have master’s degrees. In order to help teachers maintain their proficiency, the administration provides an extensive, in-depth program of professional development and skills training throughout the school year and into the summer. The Instructional Supervisor oversees professional development, assisted by the assistant head of school and technology coordinator. ICS has early dismissal at 1:30 on Monday afternoons, and this schedule provides time for regular professional development, computer training, and cohort meetings. Teachers receive resources and instruction on a monthly basis from the technology coordinator. Because our school’s technology plan is fully coordinated with our curriculum, the programs and websites that are presented to the faculty can be quickly and seamlessly integrated into daily instruction.

The Instructional Supervisor targets other Monday afternoons to address areas of need or interest for the faculty. Recent topics include classroom management, meeting the needs of visual learners, curriculum development for Bible instruction, and preparation for back to school nights and parent-teacher conferences. All Monday afternoon sessions are designed to support teachers in developing lesson and unit plans, classroom management, and instructional methodologies and have a direct impact on student achievement.

In addition to Monday afternoon meetings, faculty members are encouraged to attend professional conferences that help them in content area instruction. This fall, members of K-8 faculty attended NCTE, NCTM, NSTA, VSTE and ACSI Regional conferences. The administration makes use of Title II funds to support attendance at these conferences. Teachers who attend a conference are asked to present at a Monday afternoon professional development session to share teaching ideas and resources with the rest of the faculty.

Administrative personnel also attend professional conferences. For example, our new Enrollment Manager attended a conference for admissions specialists during the summer, bringing back many new ideas to energize our admissions process.

4. School Leadership

The Governing Body and Leadership of ICS consistently support and enhance student performance and organizational effectiveness in our school, guided by a comprehensive set of procedures and practices crafted over the years by the school board and enacted by the administration. Board members and school leadership work closely together to ensure that the purpose and direction of the school, as articulated in our mission statement, serves as the foundation of all academic, administrative, and community-oriented communications and activities. In addition, the school board takes seriously the responsibility to adhere to high standards of professionalism, integrity, and collaboration with respect to its oversight of school personnel and finances, faculty professional development, student instruction and security, emphasis on the spiritual formation of students, distinction between board and administration responsibilities, and parent and community relationships.

The Head of School is responsible for all day-to-day functions of the school, supported by the Assistant Head of School. The Director of Finance provides information for the independent annual audit, maintains budget oversight and develops a timeline for expenditures based on priorities set by the board. Beginning in the 2015-16 school year, ICS will transition to new academic leadership structure with an upper and a lower school principal, each of whom will be responsible for all instruction and instructional personnel in their grade levels.

The reorganization of the academic leadership team is one example of ways the school uses programs and resources to improve student achievement. Newly developed positions for an upper and lower school principal were designed to provide enhanced oversight of instruction, increased support of professional development, and closer ties to students and parents. The proposed addition of a Curriculum Coordinator position will promote acquisition of the most current and relevant curriculum materials and provide assistance to teachers in connecting test results to classroom instruction. The Academic Support Team, reorganized in 2012, is comprised of educators trained to support students who demonstrate learning deficits or disabilities. In 2011, the school created a dedicated position of Enrichment Coordinator to meet the growing needs of the population of gifted and advanced students. The addition in 2014 of a third kindergarten class, and the establishment of a kindergarten wing and a new outdoor learning center all complement the early childhood instructional program and demonstrate Immanuel's commitment to student achievement beginning in the child's most formative years.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Independent

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$8975
1	\$8975
2	\$8975
3	\$8975
4	\$8975
5	\$8975
6	\$9395
7	\$9395
8	\$9395
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?
(School budget divided by enrollment) \$8599
5. What is the average financial aid per student? \$3154
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 12%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 64%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3/Stanford Achievement Series</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Terra Nova 3:McGraw-Hill/SAT:Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	92	88	89	92	90
Number of students tested	37	29	39	41	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score					
Number of students tested					
2. N/A					
Average Score					
Number of students tested					
3. N/A					
Average Score					
Number of students tested					

NOTES: ICS changed testing instrument from SAT to Terra Nova 3 in 2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3/Stanford Achievement Series</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Terra Nova 3:McGraw Hill/SAT:Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	82	76	70	84	81
Number of students tested	32	37	41	46	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score					
Number of students tested					
2. N/A					
Average Score					
Number of students tested					
3. N/A					
Average Score					
Number of students tested					

NOTES: ICS changed testing instrument from SAT to Terra Nova 3 in 2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3/Stanford Achievement Series</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Terra Nova 3:McGraw Hill/SAT:Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	80	73	74	88	89
Number of students tested	32	40	44	40	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score					
Number of students tested					
2. N/A					
Average Score					
Number of students tested					
3. N/A					
Average Score					
Number of students tested					

NOTES: ICS changed testing instrument from SAT to Terra Nova 3 in 2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3/Stanford Achievement Series</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Terra Nova 3:McGraw Hill/SAT:Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	78	77	81	87	84
Number of students tested	41	44	42	46	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score					
Number of students tested					
2. N/A					
Average Score					
Number of students tested					
3. N/A					
Average Score					
Number of students tested					

NOTES: ICS changed testing instrument from SAT to Terra Nova 3 in 2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3/Stanford Achievement Series</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Terra Nova 3:McGraw Hill/SAT:Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	88	89	89	85	89
Number of students tested	44	41	37	38	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score					
Number of students tested					
2. N/A					
Average Score					
Number of students tested					
3. N/A					
Average Score					
Number of students tested					

NOTES: ICS changed testing instrument from SAT to Terra Nova 3 in 2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3/Stanford Achievement Series</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Terra Nova 3:McGraw Hill/SAT:Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	90	85	84	88	84
Number of students tested	38	37	36	46	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score					
Number of students tested					
2. N/A					
Average Score					
Number of students tested					
3. N/A					
Average Score					
Number of students tested					

NOTES: ICS changed testing instrument from SAT to Terra Nova 3 in 2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3/Stanford Achievement Series</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Terra Nova 3:McGraw Hill/SAT:Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	84	83	85	84	86
Number of students tested	37	29	39	41	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score					
Number of students tested					
2. N/A					
Average Score					
Number of students tested					
3. N/A					
Average Score					
Number of students tested					

NOTES: ICS changed testing instrument from SAT to Terra Nova 3 in April 2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3/Stanford Achievement Series</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Terra Nova 3:McGraw Hill/SAT:Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	84	79	78	84	86
Number of students tested	32	37	41	46	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score					
Number of students tested					
2. N/A					
Average Score					
Number of students tested					
3. N/A					
Average Score					
Number of students tested					

NOTES: ICS changed testing instrument from SAT to Terra Nova 3 in 2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3/Stanford Achievement Series</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Terra Nova 3:McGraw Hill/SAT:Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	84	75	80	83	85
Number of students tested	32	40	44	40	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score					
Number of students tested					
2. N/A					
Average Score					
Number of students tested					
3. N/A					
Average Score					
Number of students tested					

NOTES: ICS changed testing instrument from SAT to Terra Nova 3 in 2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3/Stanford Achievement Series</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Terra Nova 3:McGraw Hill/SAT:Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	80	82	84	87	84
Number of students tested	41	44	42	46	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score					
Number of students tested					
2. N/A					
Average Score					
Number of students tested					
3. N/A					
Average Score					
Number of students tested					

NOTES: ICS changed testing instrument from SAT to Terra Nova 3 in 2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3/Stanford Achievement Series</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Terra Nova 3:McGraw Hill/SAT:Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	85	79	83	82	82
Number of students tested	44	41	37	38	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score					
Number of students tested					
2. N/A					
Average Score					
Number of students tested					
3. N/A					
Average Score					
Number of students tested					

NOTES: ICS changed testing instrument from SAT to Terra Nova 3 in 2012.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3/Stanford Achievement Series</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2011</u>
Publisher: <u>Terra Nova 3:McGraw Hill/SAT:Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	May	Apr
SCHOOL SCORES					
Average Score	86	84	84	83	82
Number of students tested	38	37	36	46	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. N/A					
Average Score					
Number of students tested					
2. N/A					
Average Score					
Number of students tested					
3. N/A					
Average Score					
Number of students tested					

NOTES: ICS changed testing instrument from SAT to Terra Nova 3 in 2012.