

U.S. Department of Education
2016 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 Mrs. Diana Meers

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

Official School Name Immanuel Lutheran School

(As it should appear in the official records)

School Mailing Address 115 South 6th Street

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

City Saint Charles State MO Zip Code+4 (9 digits total) 63301-2712

County St. Charles

Telephone (636) 946-0051 Fax (636) 946-0166

Web site/URL http://www.immanuelstcharles.org E-mail dmeers@immanuelstcharles.org

Twitter Handle

https://twitter.com/ilssc Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Dennis Gehrke E-mail dennis.gehrke@mo.lcms.org

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

District Name Lutheran Church Missouri Synod Tel. (800) 248-1930

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Mark Krueger

(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, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

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 and National Blue Ribbon Schools requirements, are 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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- 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. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	79	64	143
K	22	23	45
1	21	17	38
2	14	21	35
3	10	22	32
4	14	19	33
5	17	17	34
6	23	15	38
7	23	23	46
8	13	23	36
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	236	244	480

4. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 1 % Asian
 3 % Black or African American
 1 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 94 % White
 1 % 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 6%

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, 2014 until the end of the 2014-2015 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2014	474
(5) Total transferred students in row (3) divided by total students in row (4)	0.057
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 0%
 0 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

7. Students eligible for free/reduced-priced meals: 4%
 Total number students who qualify: 17

8. Students receiving special education services: 2 %
6 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>4</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</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 |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	28
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 18:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	97%	97%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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. 1990

15. In a couple of sentences, provide the school's mission or vision statement.

Immanuel Lutheran School provides children with a quality education and prepares and nurtures them to serve the church and community in Christian love.

PART III – SUMMARY

Immanuel Lutheran School is an academic leader in the St. Charles, Missouri, area and beyond. Immanuel's motto – Where Tradition Meets Innovation – describes the school's long history in the community and its commitment to provide an innovative academic environment that gives all students a strong foundation.

electives for grades seven and eight in STEM, foreign languages, news broadcasting, choir, band, strings, mentoring and current events.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Immanuel takes a collaborative approach to instruction, encouraging teachers to work with each other to design cross-curricular lessons which expand the depth and breadth of students' content knowledge. The school uses the Missouri state standards as a base in determining the best curricular approach for each subject; however, Immanuel goes above and beyond state standards in all curricular areas. Teachers and administration have an ongoing curriculum review plan which allows changes, enhancement, and updates to be made as needed. Immanuel regularly collaborates with local public and private high schools to determine which academic approaches will lead students to high school readiness.

Reading/Language Arts:

Beginning in first grade, students are taught writing skills across the curriculum. Strong paragraph development progresses into longer essay and research writing as students age. Students practice a wide range of writing: expository, narrative, persuasive, compare/contrast, thesis, research, and timed writings. Using technology like iPads and digital storytelling, students are engaged in the writing process.

Writing exercises and assignments may be saved on Google Drive. Students have easy digital access to their writing. This prompts collaboration with the classroom teacher, resource teacher, peers, and parents at home.

The reading curriculum at the elementary level is differentiated to meet students at their instructional reading level and builds from there. Teaching strategies include the use of leveled readers and differentiated reading groups. Mutual benefits have been experienced by pairing multi-grade reading and writing buddies. In middle school literature, students read, study, discuss, analyze, and write about different genres through literature circles, small groups, keynotes, presentations, essays, and class discussions.

Teachers strive to develop a love for reading and to foster a deeper understanding of the world. Students in eighth grade read "The Boy in Striped Pajamas" about the Holocaust. In conjunction with the novel students research and discuss the events of WWII making connections back to the story. At the conclusion of the novel, students visit the Holocaust Museum in St. Louis, which includes speaking with a Holocaust survivor.

Mathematics:

The mathematics curriculum balances conceptual understanding and procedural fluency. Students become flexible and resourceful problem solvers. Instruction includes the use of supportive technology, meaningful discussion, hands-on activities, and problem-based learning.

At the Middle school level, students use a problem-based approach to discover concepts and build understanding through investigations with real-life applications. Eighth grade students who excel at mathematics take an advanced Algebra class earning high school credit.

The math curriculum allows students online access to math games, activities and extra online support at home. Teachers use videos and hands-on manipulatives to enhance learning in the classroom.

Science:

Immanuel's science curriculum is strong and centered around hands-on, inquiry-based learning experiences. For example, first graders participate in a hands-on activity in connection with reading "The Three Little Pigs." Students are asked to build a house using only the materials given to them. The strength is then tested to see if they can withstand "The Big Bad Hairdryer." As part of the Life Science curriculum, eighth grade students dissect various specimens in the STEM Lab.

Immanuel's science curriculum is supported by two STEM (Science, Technology, Engineering and Math) labs – one for students in grades kindergarten through fifth and one for middle school students. Students regularly use the STEM labs to participate in open-ended activities that encourage creativity, problem

solving and collaborative skills.

Social Studies:

Much of the social studies curriculum is project-based with a presentation component. Hands-on and experiential learning opportunities are used as much as possible. For example, kindergarten students learn about the German immigrants who settled in the St. Charles area and started Immanuel Lutheran Church and School. Students learn German folk songs and dances that are presented to members of the congregation.

Students in third grade create digital PowerPoint presentations on famous inventors and US presidents enabling them to uniquely share information. These activities not only help students understand the material but give them opportunities to develop technology and public speaking skills.

Fifth grade students reenact the Dred Scott case at the old courthouse in St. Louis. Students better understand how local events affected the entire nation leading through the Civil War. At the sixth grade level, students learn about world history and geography. Activities often integrate art, literature, and technology to enrich a student's understanding of different time periods and cultures of this world. Students in seventh and eighth grade are provided a two year detailed study of American history and government on the national, state and local level. In depth research papers are also included in this history curriculum.

Preschool Program:

Immanuel's preschool curriculum is designed to incorporate the core curricular areas of mathematics, literacy, science, social/emotional, health/safety, and physical development. Aligned with the Missouri Early Learning Standards, the play-based and center-based curriculum focuses on an education of the whole child. The involvement of families in Literacy Nights and other activities provide opportunities to help parents support optimal learning for their children. Children are assessed formally and informally on an ongoing basis to provide individualized instruction to help each child reach his/her full potential and provide a solid foundation for the learning experiences identified in the K-3 standards. Collaboration with kindergarten and primary teachers ensure a seamless transition from preschool to kindergarten and the primary grades.

2. Other Curriculum Areas:

Immanuel's faculty and staff understand the importance of educating the whole child. To accomplish this, Immanuel not only places an emphasis on the core subjects but also offers a wide range of other curricular opportunities. Allowing students to discover and develop their distinct talents and gifts is one of Immanuel's strengths.

An emphasis on the fine arts has always been an integral part of Immanuel's curriculum. Every student participates in a musical every other year and either a vocal chorus or music appreciation class twice weekly where they explore music theory and concepts. Strings, hand-bells, and orchestra are all voluntary. Starting at grade two, students may participate in Immanuel's strings program. In grade four, students also have the opportunity to begin participation in the hand-bell choirs and Christmas Boar's Head Festival. In grades five through eight, students are invited to participate in the school's band/orchestra which has multiple levels. Students have many opportunities to perform for the school, for Immanuel Lutheran Church, and for the St. Charles community.

Art is also taught at least once a week at every grade level. The art curriculum is project-based with an emphasis on experiencing many techniques and mediums as well as exploring art history. With a well-supplied art studio, students are encouraged to explore and develop their own creativity.

In physical education classes, students learn about personal physical fitness, team sports, sportsmanship and life-long wellness. Immanuel's physical education program includes a strong health and wellness component which addresses issues regarding physical and emotional health. Students participate in physical education at least twice a week. Numerous recent studies point to the importance and value of free play during recess. Believing in the power of play to enhance learning, Immanuel schedules twice-daily recess for elementary school students in addition to physical education classes. Middle school students are also given a daily midday recess. Daily walking at recess is a part of Immanuel's wellness plan as is an additional health class

for sixth grade.

Students receive religious instruction that teaches Biblical lessons as well as moral and character development. In all religion classes students are challenged to look beyond themselves and seek out ways in which they can help and serve others. As part of Immanuel's strategy to enhance the emotional wellness of students, a full-time counselor works with each grade level up to four times a month and explores topics in this area. These lessons are presented in whole classroom, small group, and individual formats.

Immanuel Lutheran School is in compliance with the National Blue Ribbon's foreign language requirements. Spanish is taught weekly to all students in grades preschool through sixth grade. During the 2014-2015 school year, thirty-five (51%) seventh and eighth grade students took either a French or Spanish elective. These electives meet for ninety minutes each week.

Other elective options include Broadcast News where students produce and record a three to five minute daily school news program which is broadcast to all classrooms. A Student Mentoring elective in grades seven and eight gives students an opportunity to enhance leadership skills through mentoring to younger students. During Immanuel's STEM elective, students expand valuable 21st century skills in the areas of Science, Technology, Engineering, and Mathematics. Students create web videos on how to program robots, design and build robotics tables, and create objects to be printed on the three dimensional printers. All electives are ninety minutes a week and students must enroll in two elective choices for the year.

Technology instruction and use are woven throughout the curriculum. Every student has access to computers, iPads and other technology. In computer class, students are taught essential word processing skills, computer programming, web design, robotics, and digital citizenship. Formal computer classes are held once or twice a week, depending on the grade level. Seventh and eighth grade students are permitted to use personal electronic devices when educationally beneficial. Technology use by both teachers and students is encouraged in all curricular areas and is supported by a full-time Instructional Technology Coordinator who coaches and assists teachers and students alike to find new and innovative ways to use technology in ways that deepen learning.

At Immanuel, instruction is supplemented by regular field trips and other hands-on learning experiences that reinforce the curriculum. Field trips include the St. Louis Science Center, Lewis and Clark Boathouse, Missouri's state capital, Busch Stadium, Springfield, Illinois, and theatrical performances. Immanuel also regularly hosts outside groups, like the Magic House (local children's museum) and the St. Louis Zoo.

3. Instructional Methods and Interventions:

The faculty and staff at Immanuel believe it is important to provide a well-rounded curriculum that allows every student a chance at success. This means that curriculum and instructional approaches must be tailored with consideration of the diverse learner. Immanuel does an excellent job of addressing the needs of all learners through differentiation and added support.

Teachers at Immanuel also accommodate individual learning needs by working with students on an individual basis before and after school as needed. Class instruction often centers on project and inquiry based activities. This type of instruction lends itself very easily to differentiation. Class sizes are small allowing teachers to get to know students individually as unique learners. During direct instruction teachers are also aware of individual learning needs and will differentiate their material and questioning to include students at every level of the learning spectrum.

Immanuel has a full-time, on-site LASE (Lutheran Association for Special Education) educator to help students who struggle academically. All teachers in grades one through three use early intervention methods to help struggling students, and the LASE educator acts as a liaison between Immanuel, the public school system, and the parents if further testing or services are needed.

A specific example of how Immanuel meets the diverse and individual needs of students is the use of the

Daily 5 framework for structuring literacy time in the elementary grades. This process meets students at their individual level and moves them forward. During Daily 5 time, students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher is able to meet individual needs through whole-group and small-group instruction, as well as one-on-one conferring.

Students excelling in different curricular areas are provided additional enrichment activities or curriculum. For example, a student who excelled in math used an online curriculum to expand his academic growth. Higher level writing is encouraged and emphasized. In seventh and eighth grade, students wrote essays that were submitted to community and nationwide writing contests. One seventh grade student won both the state and national level for her essay, and an eighth grader won first place (and \$2,000.00) for her essay and spoke at the national convention.

At all levels teachers understand that communication and teamwork with families greatly enhance the level of success for students. Teachers are quick to communicate with parents when they notice progress or deficiency in a student's learning or behavior while at school.

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

Assessment is an integral part of Immanuel's strategy to ensure academic success. Formally and informally students are assessed on their performance on daily activities both summative and cumulative. Traditional methods of assessment such as chapter and unit tests are used by teachers at Immanuel as well as other methods of assessment. Teachers at the various grade levels will use opportunities such as service learning, portfolios, presentations, performances and project based learning as methods by which to assess their students. Students at Immanuel are regularly asked to demonstrate knowledge in content areas by presenting what they have learned. Teachers also gain valuable insight as to how complete a student's understanding of a concept is when they are asked to model that concept to a group.

Immanuel strives to maintain high levels of achievement. Along with classroom assessments, teachers analyze data from nationally normed tests such as the SAT and OLSAT to help gain a better understanding of individual learning needs. Data from achievement scores are also used to assess how each student is growing in curricular knowledge and what gaps need to be filled across the curriculum. Teachers also gather informal testing data to help in determining the best academic approach for each student whether it be for enrichment or remediation purposes.

The faculty and staff at Immanuel strive to regularly communicate individual student achievement to parents. Parents in grades kindergarten through grade two receive a weekly report on how their student is doing academically through a graded work folder that is sent home with the student. Teachers will also communicate via conference, telephone, or email when extra attention is needed. Parents with children in grades three through eight can access Immanuel's online "Parent Portal" and view their child's academic progress at any time. Midterm progress reports are posted on the parent portal four times a year. Report cards are prepared and distributed to parents four times a year, at the end of each academic quarter.

Formal parent teacher conferences are held twice a year. However, teachers will schedule other meetings with parents if a need arises. Achievement scores and explanations are distributed to parents in late spring as soon as the scores are received. Overall results are reported to parents, the school leadership team, and Immanuel Lutheran congregation members. Overall scores are also listed on the school website for the public to examine.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Immanuel is a school that builds relationships and community. The school's mission is to lead children to know God as their Heavenly Father through the redeeming love of Jesus Christ, provide them with a quality education, and prepare and nurture them to serve the church and community in Christian love. Students are successful because they have teachers, principals, pastors and parents who are fully vested in their education and who work together as a team. Faculty and staff support is felt by students and motivates them to want to do well in return. Students learn in a positive environment based on respect and support where they can take educational risks. Likewise, teachers are provided with support and respect from administration, other teachers and the pastoral staff. A Joy committee consisting of teachers, administrator, and pastor see that successes are celebrated and support is offered in difficult and joyous times.

The staff of Immanuel work together to create a safe environment that meets the needs of students. A number of assemblies are planned yearly to promote the overall goal of sustaining a positive school climate. These assemblies also promote school spirit, educational growth and fellowship. Science nights, picnics, Family Adventure Nights, Parent Teacher League, and the Immanuel Athletic Association are just a few ways that school and parents partner together. Immanuel also provides a well-attended youth program for middle school students. The youth director is involved with students and plans servant events, weekend retreats, and monthly activities. Parents participate in these events which keep the parents and children connected during these middle school years.

“Faith families” is a way in which a positive school climate is encouraged across grade levels. Each Faith Family consists of students from every grade level and a faculty or staff adviser. Every kindergarten through eighth grade student at Immanuel is part of a Faith Family which meets at least once a month. Families participate in devotions, team building activities and have the opportunity to visit with students at various grade levels.

Another successful approach lies with the full time counseling program at Immanuel. The school's counselor provides on-going, in-class lessons throughout the year focusing on maintaining positive relationships between peers and helping students understand their unique gifts and abilities. Students have the opportunity to work one on one with the counselor to develop a plan for academic and social-emotional success in the school setting. The counselor is also available to families and students if a crisis arises.

No matter what door families enter in the morning, they are greeted by the smiling face of a school administrator, pastor, or church staff member. It is the desire that every student and parent feel welcome from the very moment he/she walks through the door. Students, faculty, and staff look forward to school every day because of the safe and welcoming culture that exists.

2. Engaging Families and Community:

The education of a child requires a team effort and cooperation between teachers, parents, students, and support staff. Teachers communicate with parents regularly through phone calls, personal interaction, the online Parent Portal, school emails, and conferences. The administration also sends out a weekly newsletter keeping parents informed of important school news and events. When a student is struggling academically, socially, or emotionally teachers and parents come together with the counselor and the administration for Care Team Meetings. These meetings unite everyone on a student's support system to problem solve and work towards success. Follow-up and continued communication is a crucial component in keeping everyone engaged in the process.

Immanuel has developed strong partnerships with local colleges and universities. Students from the School of Education at Lindenwood University regularly use Immanuel as a site for student teaching and other practicum courses. Education students from St. Charles Community College come to Immanuel to help

implement its Junior Achievement program, which teaches entrepreneurship, work readiness and financial literacy through experiential, hands-on programs.

Immanuel also regularly partners with other schools. For example, Immanuel has developed a special relationship with River Roads Lutheran School, a school serving very low income students that provides a safe and quality education to the community of North St. Louis. Immanuel provides River Roads School with financial and material support; students regularly visit each other's campuses for robotics programming, chapel presentations, and outdoor education.

Immanuel hosts a number of programs and events that are open to students, families, congregation members, and the community. These opportunities include new family picnics, school/church picnics, science nights, math nights, car shows, food truck events, trivia nights, PTL fundraiser dances, golf tournaments, an "I Heart (love) ILS" breakfast for families and the community, Mom's/Dad's night out and family literacy nights which promote social opportunities and literacy in younger students. Activities such as the church/school picnic and parade, food truck events and car shows is a joint effort of the church and school to reach out into the community.

The volunteer work of parents, grandparents and members of the Immanuel congregation are integral to the success of the school. Immanuel is fortunate to have an extremely dedicated Parent Teacher League that plans and fundraises for events and special programs throughout the year. Parents and grandparents and members of the congregation are encouraged to volunteer in the classroom or in other support roles around the school, and can often be seen helping with classroom activities, working one on one with a student, sharing an art idea, or helping in the completely volunteer-run school library.

3. Professional Development:

Professional development is an important aspect to continued school improvement and student growth, and the administration is strongly committed to providing teachers with quality professional development opportunities. Immanuel's entire teaching staff, including the administration, participates in yearly conferences provided by the Lutheran Elementary School Association (LESA), the Missouri District of the Lutheran Church, and the association of St. Charles County Lutheran Schools. Every teacher also attends the Midwest Education Technology Community Conference (METC). This conference directly ties to Immanuel's emphasis on STEM learning.

After teachers attend these conferences they are encouraged to share their new knowledge, techniques, and ideas in faculty and department meetings. Every three years Immanuel also participates in the Lutheran Educator Association's (LEA) national conference. Teachers are given opportunities to participate in other conferences, workshops and online webinars aligned with their grade level and curriculum. The Principals and Early Childhood Director also attend leadership and administrative conferences throughout the year.

Teachers are encouraged to be lifelong learners and enroll in continuing or advanced degrees. Teachers are reimbursed a budgeted amount each year for the purpose of professional growth. Over 70% of the teaching staff at Immanuel holds a Master's Degree or higher.

Yearly, teachers are asked to read an assigned text over the summer for professional development purposes. In August, teachers meet to discuss the text in department meetings and examine how the information or techniques can be implemented in each classroom. This past year teachers read Dave Burgess's "Teach like a Pirate" and attended a conference where Dave Burgess shared many successful teaching strategies.

Teachers also have access to webinars from LEA, EdWeb, and Simple K12. Immanuel's Instructional Technology Coach is available to work with and encourage teachers to introduce new technologies and techniques into their classrooms. The technology coach also shares a number of tech tips and suggestions via videos and morning meetings called "Tech Fasts."

Immanuel's staff sees the value in collaborating with fellow educators. As educational leaders and

trendsetters various staff members have been asked on a number of occasions to present their promising practices and ideas at local, state, and national conferences. Recently, staff members were asked to give a STEM presentation at the Lutheran Educator's Missouri District Conference and the University of Nebraska's Tech Edge Conference.

These educational conferences continually push Immanuel's teachers to be current and relevant 21st century educators.

4. School Leadership:

Immanuel's leadership structure is one of teamwork and shared responsibilities. The administration team at Immanuel consists of a Principal, Assistant Principal and Early Childhood Director. Each person on the administrative team understands that his/her role is to serve the students, teachers, and families at Immanuel.

The administration embraces their role as educational visionaries and is dedicated to Immanuel's expectations of continued excellence. This is accomplished through encouraging others, sharing a vision and purpose, developing appropriate instructional programs and maintaining a school climate conducive to student learning.

The Principal at Immanuel truly cares for each student. She begins each day by greeting students in the hallway and offering a positive hello and an affirming smile that genuinely shows she is happy they are at Immanuel. Teachers respect her and parents are confident that any concern they have will be heard and addressed, if necessary.

The same can also be said for Immanuel's Early Childhood Director. She successfully runs an early childhood program with an enrollment of 143 students. Along with the teachers, she has created a curriculum and learning experience for each student that prepares them to be kindergarten ready when they leave the program.

The Principal and Assistant Principal work together to ensure that teachers and students have the best possible school in which to work and attend. Both have an open door policy that allows for teachers, parents, and students to ask questions, voice concerns, or simply stop by and chat. The administration understands that the best way to build a positive school climate and trust among all its stakeholders is through relationships. The school administration and faculty can be seen attending numerous extracurricular, co-curricular, and congregational events as a way of nurturing those positive relationships.

The administration and teaching staff work together on a number of committees ranging from curriculum review and selection to the production of the yearbook. Teachers volunteer for a number of committees based on their interests and skills. These committees report back to the administration on their progress and decisions made. Teachers appreciate the opportunity to be involved in the decision making process. They also attend monthly department meetings and faculty meetings. These meetings are helpful in keeping the administration and teachers alike aware of upcoming events, answering questions, and discussing important educational matters.

The administration meets monthly with the School Leadership Ministry Team (SLMT). This group consists of parents and congregational members. The team's primary role is to serve as an advisory board for the school administration. Topics regarding curriculum, school policies, programming, and overall climate of the school are discussed in these meetings. While the SLMT does not hold any decision making authority, the team's ideas and opinions are greatly valued by the administration.

PART VI * INDICATORS OF ACADEMIC SUCESS

Multiple studies point to the importance not only of supporting STEM (Science, Technology, Engineering, and Math) learning but also of aggressively implementing hands-on strategies to engage students with STEM content and experiences early in their school careers. Making STEM-based experiences available to students in all grades enables Immanuel to spark and sustain students' interest at each transition point. In this way, Immanuel is increasing the number of young students interested in STEM during their elementary and middle school years, preparing them for a career in the 21st century.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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 No

3. What is the educational cost per student? \$7200
(School budget divided by enrollment)

4. What is the average financial aid per student? \$3624

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 31%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test Series Tenth Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Harcourt Assessment, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	641
Number of students tested	32
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test Series Tenth Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Harcourt Assessment, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	665
Number of students tested	30
Percent of total students tested	97
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test Series Tenth Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Harcourt Assessment, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	680
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test Series Tenth Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Harcourt Assessment, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	693
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test Series Tenth Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Harcourt Assessment, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	704
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test Series Tenth Edition</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Harcourt Assessment, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	735
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test Series Tenth Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Harcourt Assessment, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	642
Number of students tested	32
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test Series Tenth Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Harcourt Assessment, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	666
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test Series Tenth Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Harcourt Assessment, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	686
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test Series Tenth Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Harcourt Assessment, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	687
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test Series Tenth Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Harcourt Assessment, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	699
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test Series Tenth Edition</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Harcourt Assessment, Inc.</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	722
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: