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

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other

[] Charter   [] Title I   [] Magnet [] Choice

Name of Principal: Ms. Pat Ransford

Official School Name: Arcadia Elementary School

School Mailing Address:
    20519 Arcadian Way
    Olympia Fields, IL 60461-1396

County: Cook   State School Code Number*: 14-016-1620-02-2001

Telephone: (708) 747-3535   Fax: (708) 503-0961

Web site/URL: www.sd162.org   E-mail: pransford@sd162.org

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

Date

(Principal's Signature)

Name of Superintendent*: Dr. Blondean Davis

District Name: Matteson ESD 162   Tel: (708) 748-0100

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

Date

(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Alicia Rodman McCray

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

Date

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

*Private Schools: If the information requested is not applicable, write N/A in the space.
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1.   The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2.   The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3.   To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4.   If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5.   The school has been in existence for five full years, that is, from at least September 2003.

6.   The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7.   The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8.   OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9.   The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10.   There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

6	Elementary schools
1	Middle schools
	Junior high schools
	High schools
	Other
7	**TOTAL**

2. District Per Pupil Expenditure: __9425__

    Average State Per Pupil Expenditure: __9907__

SCHOOL (To be completed by all schools)

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

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

4. __11__ Number of years the principal has been in her/his position at this school.

    ____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	57	61	118	8			0
1	69	62	131	9			0
2	70	74	144	10			0
3	82	86	168	11			0
4			0	12			0
5			0	Other			0
6			0				
			TOTAL STUDENTS IN THE APPLYING SCHOOL				561

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
2 %	Asian
90 %	Black or African American
5 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
3 %	White
0 %	Two or more races
100 % Total	

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

7. Student turnover, or mobility rate, during the past year: __19__ %

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

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	42
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	53
(3)	Total of all transferred students [sum of rows (1) and (2)].	95
(4)	Total number of students in the school as of October 1.	500
(5)	Total transferred students in row (3) divided by total students in row (4).	0.190
(6)	Amount in row (5) multiplied by 100.	19.000

8. Limited English proficient students in the school: __1__ %

Total number limited English proficient __6__

Number of languages represented: __1__
Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: __60__ %

Total number students who qualify: __338__

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __7__ %

Total Number of Students Served: __40__

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

1	Autism	2	Orthopedic Impairment
0	Deafness	2	Other Health Impaired
0	Deaf-Blindness	21	Specific Learning Disability
0	Emotional Disturbance	19	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	28	0
Special resource teachers/specialists	4	0
Paraprofessionals	5	0
Support staff	8	0
Total number	46	0

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

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

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	96%	96%	95%	94%
Daily teacher attendance	95%	94%	93%	94%	96%
Teacher turnover rate	0%	5%	5%	5%	5%

Please provide all explanations below.

2006-07 - Teacher attendance of 94% due to long term medical leave.

2005-06 - Teacher attendance of 93% due to long term medical leave.

2004-05 - Teacher attendance of 94% due to long term medical leave.

2003-04 - Student attedance of 94% due to flu.

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

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

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

PART III - SUMMARY

Arcadia is a public, kindergarten to third grade, school located in the southern Chicago suburb of Olympia Fields. With nearly 600 students, 90% of which are African-American and 60% eligible for free or reduced lunch, the school has dedicated itself to improving student performance to a world class level. From 2005 through 2008 Arcadia's reading scores progressed from 74% to 100% of all students meeting or exceeding the state standards. A similar trend is apparent in math, which rose from 84% to 100% during those same years.

Test scores alone do not make a school great, nor tell the entire story of its impact on students. Arcadia's staff embody the professional and personal characteristics that set it apart as an exemplary school. There is a spirit of cooperation and collegiality among the staff that is unique. Every corner of every room is filled with opportunities for learning. The school community's mission is clearly apparent in the words the entire school recites every morning: "…our job is to learn and to lead and to continue our focus on being and becoming the best in all we do…we do everything to help and nothing to hurt…as we make good choices…"

Creativity makes a successful learning environment. Walking through Arcadia's halls is like touring a gallery of authentic, child-created works of art and student projects. Such creativity is perhaps best exemplified by an annual Science EXPO which focuses on a specific theme (e.g., indigenous populations or the environment) when the entire school is decorated in student produced work related to the theme.

Tradition is important at Arcadia. During the annual holiday program the four basketball hoops in the gym are decorated to reflect the holiday celebrations of various cultures – the students sing songs representative of each tradition, accompanied by narration that tells the story of each song and ethnic celebration. Service, scholarship and leadership are equally valued traditions at Arcadia. The Student Council and Scholars and Leaders program offer students opportunities for peer-to-peer leadership and service to the community.

Despite the school's relative large size, emphasis is placed on maintaining small classrooms, because they are the most effective way to address the students' various learning styles and differentiation within the classroom. Each grade's instructional team consistently demonstrates that excellence knows no limitation. Arcadia students thrive in an atmosphere where they have quiet "think time" in the morning, use music and dance to understand math lessons, and routinely view the work of professional local artists displayed in the halls. Arcadia students create PowerPoint presentations; write, illustrate and publish their own original stories; perform in annual Opera for the Young productions; and work with yoga. The Arcadia staff has proven that in a nurturing environment, children can learn and succeed. There is no greater validation of this than the amazing 100% scores on the Illinois State Achievement Test.

Arcadia School is the focus of involved parents as well. Research consistently shows that children's academic achievement and social adjustment is directly related to parental expectations and their satisfaction with the child's education at school. Understanding the link between parental involvement and student success, the Arcadia team welcomes and encourages parents and community members to regularly volunteer in the school. In 2007-08 alone parent volunteers logged nearly 4,900 hours of services working in the school with children.

Arcadia is an outstanding school with a consuming interest in the success of students, both academically and socially. It is the school's belief that all students can learn and be successful, and to that end there is continued commitment to maintaining excellence and preparing students for the future.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The last five years have been marked by growth and stability at Arcadia, a kindergarten to third grade school with nearly 600 students, 90% of which are African-American, with 60% eligible for free or reduced lunch. The school maintains the expectation that all students will receive a competitive and challenging education, and to that end has dedicated itself to improving student performance to a world class level.

Perhaps the quickest and clearest way to see Arcadia's successful dedication to excellence is by looking at the Illinois State Assessment Test (ISAT). Illinois employees four levels of student achievement – Exceeds Standards, Meets Standards, Below Standards, and Academic Warning. These state designations are equivalent to the NCLB/NAPE levels of Advanced, Proficient, Basic, Below Basic. Thus, from 2005 through 2008 Arcadia's reading scores progressed from 74% to 100% of all students meeting or exceeding the state standards. A similar trend is apparent in math, which rose from 84% to 100% during those same years. Over the last few years, even though Arcadia's free lunch numbers and the minority population have increased, the ISAT test scores have increased, not decreased.

Apparent in the above statistics is that both reading and math have reached a stable position well above the state averages of 71% and 85% respectively. Using statewide ISAT scores as reported on the Interactive Illinois Report Card, compared to schools with similar demographics, the differences are even more dramatic. Using filters of 80% or more African-American, 50-70% low income, and greater than 80% meets or exceeds in both reading and math, results show that only four other schools in the state are in Arcadia's league. Further, of those four, none come close to Arcadia's performance of 100% in 2008. Finally, it should be noted that each of the other schools in the comparison are magnet schools with selective admission policies – Arcadia is a public school!

As staff has strategically analyzed data across all grade levels, with the intent of assuring increased levels of achievement into the next quartile, pacing and content of curriculum has been carefully addressed for all Arcadia students. Extensive team planning of all staff within the grade level cluster teams and across the grade levels addressing ISAT data has resulted in planning curriculum content and pacing for all grade levels across the curriculum. From kindergarten through third grade the teachers consistently implement math and reading extended response experiences.

Arcadia believes the true measure of performance can be found in the day to day academic performance of students. Quarterly academic reports substantiate student achievement and document areas in need of continued development. Our most recent academic reports validate the value that is placed on classroom performance. As of the first half of the year, as with last year, three quarters of our students achieved a B average or above.

All data can be found on the Interactive Illinois Report Card hosted by Northern Illinois University at http://iirc.niu.edu.

2. **Using Assessment Results:**

Arcadia School utilizes assessment data accumulated throughout the school year to assess the mastery of specific skills, the acquisition of content knowledge, the understanding of concepts, and to improve and support instruction in all areas of the curriculum.

No one assessment instrument can provide the range of information necessary to educate all students. To that end Arcadia's educators administer and review results from, AIMSweb, Illinois Standards Achievement Test (ISAT), TerraNova Achievement Test, Think Link Predictive Assessment Benchmark Tests, and curriculum based teacher assessments to improve classroom instruction, emphasis and strategies.

As they become available, test results are discussed in both vertical and horizontal staff meetings so grade level teachers can distinguish areas needing support. In addition, individual teachers track areas of strengths and weaknesses in their particular classes, and individual student's data is closely monitored throughout the year.

Since 2007, Arcadia has been using AIMSweb benchmarking to assess and support students in the five research-based components of reading. The fall benchmarking makes it possible to identify students who are struggling in one or more areas, thus, allowing staff to identify students needing extra support as they strive to learn to read and write. The research-based early intervention strategies that the teachers, support staff and volunteers utilize are then recorded by Progress Monitoring to provide a clear snapshoot of the student's growth.

In addition to TerraNova and ISAT, the Think Link Assessment Tests are administered to students in second and third grade three times each year. These assessments, aligned to the Illinois Learning Standards and Illinois Assessment Framework alert teachers to class-wide and individual student deficiencies, and suggest lesson plan resources to improve performance.

Finally, results from the assessments assist in providing the staff with professional development workshops and in-service programs to support the school's instructional program.

3. **Communicating Assessment Results:**

District #162 has long recognized the importance of a strong home/school relationship and encourages active and regular communication. Edline, the district-wide web portal provides every child their own unique web page. Parents, with a web page of their own, are linked to every child they have in district, and can check their child's progress toward meeting state learning standards, as well as towards achieving daily classroom instructional goals.

Arcadia School communicates assessment data using many diverse methods. Each grade level has developed a unique student profile that is updated quarterly by each classroom teacher. These profiles contain attendance information, curriculum based assessment results, AIMSweb data, and students' grades, thus, compiling a snapshot of the student at that particular time. These profiles are shared with the principal at quarterly articulation meetings, and with parents several times throughout the year at conferences.

Each grade level cluster has adopted rubrics to evaluate the student's writing and reading progress, and these are also shared with the parents. In addition, student performance is communicated with the parents by weekly homework packets, classroom newsletters, AR results, graded papers, notes home, phone calls, midterm progress reports, report cards, and conferences. School policy is that if a student drops a grade level in a subject, the classroom teacher notifies the parents.

The principal's and the district's newsletters disseminate general information about the assessments. In the fall and spring parents are mailed an individual profile report on their child's scores on the Terra Nova tests, comparing their student to the national percentiles. This home report displays the data in a bar graph and includes written observations on each child. The ISAT and Terra Nova results are also printed in the Chicago Tribune and Southtown newspapers, and compared to other schools in the south suburbs.

4. **Sharing Success:**

Several years ago Arcadia piloted the Four Blocks Reading program. After successfully implementing the program, staff provided professional development, which led to implementation of the program in all district schools.

Two years ago Arcadia implemented Second Step, a character development program. The program's positive results led staff to once again provide professional development for others in the district.

Last year Arcadia's third grade staff and principal led a series of meetings with the staff and principal of the intermediate Indiana School, sharing their positive learning environment and high expectations. As a result, the schools have implemented a "Study Buddies" program with students traveling between the two schools to share an educational experience.

Arcadia School has a history of sharing its successes with those beyond district boundaries, meeting with a variety of neighboring districts. In the past few years representatives from Homewood #153, Flossmoor #161 and Park Forest-Chicago Heights #163 came to see how a successful school operates.

As Arcadia's success became more well know newspapers such as the Southtown, Chicago Tribune, and Chicago Sun Times have written articles. In the fall of 2008 the Director for Student Teachers from Illinois State University, along with numerous student teachers, visited to learn about the instructional methodologies and assessment strategies.

Finally, Arcadia has shared its successes through presentations at regional, state and national meetings. Recently, for example, as a result of a presentation at their annual convention the National School Board Association featured Arcadia in a publication.

Arcadia and Matteson School District #162 have every intention of continuing and expanding efforts to share the things that have made the school and students so outstanding.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The importance of high expectations and high standards is shown within the curriculum at Arcadia School by creating engaging classrooms with high achieving students. The instruction at Arcadia meets the needs of students by focusing on their learning styles and adhering to the national and state learning standards.

Reading is taught from a basal reader, but used within the framework of the Four Blocks Method (see V.2a). This multi-method has guided reading comprehension, self-selected reading, writing, working with words, and spelling within each lesson. Students practice reading and comprehension through programs such as: Accelerated Reading, Literacy groups, Story Circles, Book Talks, and Jr. Great Books. Students also read with their study-buddies, which are cross grade level groups, older students reading with younger students.

Everyday Math, the mathematics curriculum, emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas. It is a hands-on instruction through the use of many manipulatives. Students learn through spiral teaching, with concepts introduced, taught and revisited. The series is well balanced, allowing time for whole group and small group instruction, partners and individuals.

Science emphasizes the environment through a Learn and Serve grant. Two community naturalists have worked with the teachers and students of Arcadia for three years helping students study the woodland area behind the school. Students learn about plants that grow well in the community and what plants will benefit the area. This year students identified plants to go in a newly established "rain garden". The out-door classroom area enables classes to get up close and personal with science around them. The Museum of Natural History also sends out boxes to assist with student learning. Because all teachers at Arcadia are committed to educating environmentally aware students they continually search out, and implement, hands on and cross-curricular learning opportunities available through the science program.

There are many opportunities for the students to become immersed in Visual and Performing Arts at Arcadia. The art curriculum (see V.3) includes classes on special art as well as lessons about an "Artist of the Month". The special art classes expand art lessons for those students who excel or need more help in certain areas. Yet another "Artists of the Month" programs emphasizes works of local artists as they fit into the art curriculum. Collections are presented as lessons to reinforce concepts such as elements of art, principles of design, and color theory. Students also have many opportunities to present their artwork at district performances, Festival of the Arts, as well as, an art show at the Matteson Public Library.

For the Performing Arts, students are able to join the chorus, Opera in the Classroom, and Opera for the Young. Students perform for the school and their parents and often have speaking parts during the performances. The student body has a chance to see other performers such as the Indiana School Band and the Illinois Philharmonic Opera. Further, students create their own music, art work, and dance (see V.3).

Other programs within the curriculum expand the range of student involvement and life experience. Risk Watch Safety Program, for example, is a comprehensive curriculum to give children support to make positive choices about their personal safety and well being. Other curricular programs such as, Early Act, Expo, and Reflective Writing incorporate all subject areas and allow students to have many learning opportunities throughout the school day.

2a. **(Elementary Schools) Reading:**

 When Pat Ransford became Arcadia's principal she brought a strong background in reading/language arts and reading recovery. Soon, Patricia Cunningham's Four Block multi-method was adopted, and a year-long staff development program began.

The Four Blocks: guided reading, self-selected reading, writing, and working with words, represent significant approaches to reading. All four blocks are taught daily at all grade levels. Reading and writing rubrics are utilized, and instruction addresses the learning style of each student.

During guided reading, teachers build comprehension by using a variety of reading texts, including a research-based basal series. It is not assumed that students know all strategies, and within the basal, all four components are stressed. Reading across the curriculum is reflected in this block. Book Talks, conducted by the students, are used as a comprehension tool and also enhances speaking skills.

During self-selected reading, students read materials, at their instructional level, which satisfy their interests.

Daily writing encompasses lessons, conferences and sharing. Math and reading extended response opportunities as well as writing for science and social studies are represented in this block. The students progress from a sentence in kindergarten, to a paragraph in first grade, three paragraphs in second grade to five paragraphs in third grade.

The working with words block addresses recognizing and spelling frequently used words, and teaches strategies for learning to look for patterns in words, One of the components to reading, phonemic awareness, is an integral part this block.

The key to the success of the Four Blocks is staff commitment to using the approach school wide. The staff continues to work to make each block as multilevel and multi-sensory as possible. Students are given approximately 30-40 minutes of teacher-directed instruction in each block every day, thus, modeling to them that reading is an absolute priority in their education.

2b. **(Secondary Schools) English:**

   This question is for secondary schools only

3.   **Additional Curriculum Area:**

 The music program at Arcadia consists of a music classroom curriculum and a series of experiences designed to expand the musical and artistic awareness of all students.

The music curriculum aims to have students reading and playing standard music notation by end of third grade, and to develop awareness and understanding of traditional folk and classical music. Every student learns to sing appropriately, do folk dances from various countries, and play rhythm instruments and the recorder.

Instruction includes the reading of children's literature, which supports the ideas and feelings contained in the songs of the curriculum. Books of actual songs promote fluency in reading as the children "sing the books." Word walls in the music classroom encourage vocabulary awareness.

Music is used as a springboard to expand children's awareness of ethnicities and cultures other that their own. As they learn songs for Hanukah, Las Posadas, Christmas, and Kwanzaa they learn about the cultures from which each celebration comes.

Correlation between art, physical education and music teachers resulted in a performance for the end of the year in which third graders bid farewell to Arcadia by performing songs and dances from the Philippine Islands, wearing original Indonesian vests made in art class.

The "Pass It On" program, run cooperatively by the fine arts teachers, allows students to create original art in several forms. The music students create their own music in the Mac Lab and record it onto CD's. The music is then passed on to the art teachers, where students create an original mural to interpret the music; and, to the dance teacher, where students use modern dance to interpret the same music. The final "product" of this effort is a pod cast of the dance, to the music, in front of the mural.

4. **Instructional Methods:**

Arcadia teachers pride themselves on instruction across grade levels and the curriculum to meet the needs of each child, with a school-wide emphasis on differentiated instruction. One of the most successful methods of achieving appropriate instruction is the use of agendas. Agendas are lists of tasks that a group of students must complete in a specified time. Agendas can be modified for each subgroup or for individual student learning styles. This tool lets the teacher work with flexible grouping or subgroups, and is a useful technique to have all students working on the same assignment, but at different levels of difficulty and critical thinking.

AIMSweb, a progress monitoring system based on direct, frequent and continuous student assessment, assists teachers in identifying students that need extra support in reading. With a variety of research-based support materials available, teachers can use various interventions with a small group of children or an individual child.

The school's math series, Everyday Mathematics, includes extensive support for teachers to individualize the program for students with a wide range of backgrounds, abilities, learning needs, and styles. Each lesson contains support for the English language learner, readiness, extra practice, enrichment, and differentiating the lesson.

The school also recognizes students' strengths through an Explorations program based on Gardner's theory of multiple intelligences. The staff developed three one-hour lessons focusing on five of Gardner's intelligences (visual/spatial, logical/mathematical, intrapersonal, musical/rhythmic, and body/kinesthetic), and selected students participate in various enrichment activities designed in accordance with Gardner's theory.

The teachers recognize and respect each student as an individual and provide a safe learning environment. Arcadia's educators modify the presentation of materials, the environment, the physical room arrangement, the time demands, the materials, assist with organization, and implement individual plans and behavior charts to ensure the best possible learning environment for each student.

5. **Professional Development:**

Professional development and continuing education are the keys to building and maintaining a superior staff. Arcadia teachers are expected to enhance their knowledge and skills by taking advantage of workshops and training offered by the district and coursework offered by outside providers. A significant number of instructional staff members have either obtained, or are in the process of obtaining, masters degrees through local cohort programs.

Arcadia staff continuously review and incorporate best teaching practices with an attitude of "what more/better/additional things can be done" for students. Teachers at each grade level routinely brainstorm ideas, plan curriculum, troubleshoot problems, and develop extracurricular programming during their plan time, lunchtime, and even on their own time. Kindergarten teachers, for example, presented math workshops for teachers across the district; and, third grade teachers have presented ISAT reading and writing strategy workshops for teachers in the district and other districts.

The Four Blocks program is yet another example of external and internal professional development. Through a series of school based workshops the program was articulated and implemented, with a continuing formal process of reflection and problem-solving to insure its success.

The staff continued to use the same process when incorporating other curricular innovations such as, the Learn and Serve program, Second Step program, and differentiation within the curriculum. The Learn and Serve program, an environmental science program started at Arcadia and has been extended to other schools in the district. The Second Step program is a character education program that Arcadia staff, under the guidance of a social worker, has been implementing over the last three years.

As a learning community, Arcadia teachers seek new opportunities for professional development and continuing education; and, once the staff gains mastery of a new concept or program, it is presented to interested colleagues in and beyond the district.

6.   **School Leadership:**

Principal Patricia Ransford has been providing and modeling leadership at Arcadia School since 1998. Her expertise ranges from curriculum development and learning theory, to behavior management and professional development. With a hands on management style she meets nearly every day with teachers and parents; yet, visits classrooms so often she knows the name of every student and their unique needs.

Teamwork is the underlying reason for Arcadia School's academic and student centered success. Within and across grade levels, throughout the curriculum, and beyond the school day, sharing and planning among staff, parents, and community is the school's hallmark. This concept of cooperative leadership is the core of the principal's management style and is deeply ingrained in the school's culture. Students, staff and parents develop creative relationships and nontraditional partnerships; it is through these relationships that new and innovative ideas are born.

Curriculum drives a school and must be planned carefully. Weekly cluster meetings review up-coming activities, provide new ideas, engender support, and spark a shared enthusiasm. Cluster leaders regularly meet with the principal to verify that all teachers, grades, and activities are moving in a manner consistent with the district's goals and objectives.

School wide the Principal's Advisory Group provides grade level teachers and specialists the opportunity to address and solve broad issues such as calmness in the cafeteria, by incorporating input from all staff. With a sense of collegiality and respect, the group's goal is not to hold traditional, top down, lines of authority, but to promote the best interests of the students and school, irrespective of where solutions may arise.

The impact of positive teamwork, encouraged by a supportive principal, has contributed to increased success on standardized tests, a familial atmosphere within the school, and the holistic success of students in and out of school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: ISAT

Edition/Publication Year: 2004-2007   Publisher: Pearson Education, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
meeting/exceeding	100	98	100	82	0
exceeding	87	71	71	36	0
Number of students tested	112	172	147	159	0
Percent of total students tested	100	100	99	100	0
Number of students alternatively assessed	0	3	2	1	0
Percent of students alternatively assessed	0	2	1	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meeting/exceeding	100	100	100	85	0
exceeding	83	73	64	37	0
Number of students tested	60	78	61	60	0
2. Racial/Ethnic Group (specify subgroup): Black					
meeting/exceeding	100	98	100	82	0
exceeding	87	70	70	36	0
Number of students tested	104	160	145	147	0
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Prior to the 2004-05 school year Arcadia School housed students grades K-2. The second grade students took a test that is not comparable to the ISAT results shown for succeeding years and is, therefore, not included.

Subject: Reading   Grade: 3   Test: ISAT
Edition/Publication Year: 2004-2007   Publisher: Pearson Education, Inc.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
meeting/exceeding	100	97	95	72	0
exceeding	62	41	54	17	0
Number of students tested	112	172	147	159	0
Percent of total students tested	100	100	99	100	0
Number of students alternatively assessed	0	3	2	1	0
Percent of students alternatively assessed	0	2	1	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
meeting/exceeding	100	97	97	78	0
exceeding	58	38	52	17	0
Number of students tested	60	78	61	60	0
2. Racial/Ethnic Group (specify subgroup): Black					
meeting/exceeding	100	97	95	71	0
exceeding	62	40	54	16	0
Number of students tested	104	160	145	147	0
3. (specify subgroup):					
% Proficient plus % Advanced					0
% Advanced					0
Number of students tested					0
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Prior to the 2004-05 school year Arcadia School housed students greades K-2. The second grade stduents took a test that is not comparable to the ISAT results shown for succeeding years and is, therefore, not included.

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