

**2002-2003 No Child Left Behind----Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mr. Michael McDermott

Official School Name Campbellton Elementary School

School Mailing Address 3693 Hwy. 185

New Haven Mo. 63068-2704
City State Zip Code +4 (9 digits total)

Tel. (636) 239-3969 Fax (636) 239-2748

Website/URL: www.washington.k12.mo.us Email: Mike.McDermott@Washington.k12.mo.us

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

(Principal's Signature) Date: 03/28/03

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

Name of Superintendent: Dr. Greg Wilson

District Name: Washington School District Tel. (636) 239-2727

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

(Superintendent's Signature) Date: 03/28/03

Name of School Board
President/Chairperson Mrs.Katie Geisert

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

(School Board President's/ Chairperson's Signature) Date: 03/28/03

PART II – DEMOGRAPHIC DATA

DISTRICT: Washington School District

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| <u>8</u> | Elementary schools |
| <u>1</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>1</u> | High schools |
| <u>10</u> | TOTAL |

2. District Per Pupil Expenditure: \$ 6,079.00

Average State Per Pupil Expenditure: \$ 6,971.90

SCHOOL: Campbellton Elementary School

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

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

4. 1 Number of years the principal has been in his/her position at this school.

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

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

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	13	3	16		7	NA---		
1	9	7	16		8			
2	10	7	17		9			
3	13	8	21		10			
4	15	12	27		11			
5	12	14	26		12			
6	9	11	20		other			
143 Total students in the applying school								

6. Racial/ethnic composition of the students in the school: 96.0 % White
3.4 % Black or African American
.6 % Hispanic or Latino
0 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 5.4%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred to the school after October 1 until the end of the year.	2
(2)	Number of students who transferred from the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	149
(5)	Subtotal in row (3) divided by total in row (4)	.053
(6)	Amount in row (5) Multiplied by 100	5.36

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: English

9. Students eligible for free/reduced-priced meals: 17 %

25 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income Families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

This is a reasonably accurate estimate of our low-income families.

10. Students receiving special education services: 12 %
18 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>2</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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

	Number of Staff	
	Full-time	Part-time
Administrators	<u>1</u>	<u>0</u>
Classroom teachers	<u>7</u>	<u>3</u>
Special resource teachers/specialists	<u>1</u>	<u>6</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>5</u>	<u>0</u>
Total number	<u>16</u>	<u>9</u>

12. Student-“classroom teacher” ratio: 20:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96%	97%	96%	93%	93%
Daily teacher attendance	98%	98%	98%	98%	98%
Teacher turnover rate	0	0	0	2	0
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city and state.

Campbellton Elementary is located near Washington Missouri. Although we are a small rural school set in a predominantly agricultural area, our educational expectations and aspirations are world class. Our school has been in existence for 137 years and predates Washington school district itself. Campbellton Elementary School has its roots in a one-room schoolhouse established in 1866 under the tutelage of a German-born schoolmaster. One hundred thirty-seven years later, Campbellton elementary continues to symbolize Americana with its warm and welcoming environment.

The curriculum at Campbellton Elementary School is a living document that is continuously evolving. It is based on sound educational principles, best practices and brain research. At the same time we continue to embrace the values of our rich farming heritage. Campbellton's Character Education curriculum (Caring Schools Communities) is embraced by the local community as a very important part of their children's education. Developing and enriching moral values such as respect, responsibility, honesty, courage, and compassion is thoroughly integrated into all aspects of our student's lives and the rigors of the academic program. It supports our school's Mission Statement: "the Mission of Campbellton School is to provide an educational environment of excellence for our children which, will foster and accelerate their intellectual, physical, social, and personal development". To this end, a variety of opportunities which are congruent with our philosophy include participation in the highly respected orchestra and D.A.R.E. programs. Our entire school takes action on these beliefs and participates in food/clothing drives for disadvantaged families in our community. Our school encourages after-school activities in: scouting, intra-murals, and an art club.

Community support can be seen at our musical programs in which three generations of families pack our standing room only gymnasium. School plays performed annually by the special education students typically have 100% parental attendance. Curriculum fairs and student art exhibitions are not only educational presentations, but also community social events. Many parents and grandparents have attended here themselves; they feel ownership in this school and its activities. There is no doubt that Campbellton School and the local community are inextricably intertwined. We host several intergenerational events including Veterans Day and Grandparents Day activities which are key social events in this community. This academic reputation is validated by its being recognized as one of the top ten schools in the state of Missouri. Typically forty to fifty percent of the top ten graduating seniors at the High School originate from our little elementary school out here in Campbellton.

Campbellton is a small rural school with lofty academic expectations and stellar accomplishments. Our curriculum is articulated among grade levels and assures continuity of learning, solid practice, reinforcement, and extension activities. Teachers assure that all major learning modalities and individual student differences are addressed. The individual attention that students receive on a daily basis is undeniably a quiet but effective strength. Teamwork is a strong component of our school and can be symbolized by this very application. Over fifty percent of our staff donated their after hours time into writing, editing and contributing ideas for it. The way of Campbellton Elementary is simply to emphasize the qualities and capabilities of each student; while increasing the dignity and worth of all persons everywhere.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. STATE CRITERION-REFERENCED TEST—Communication Arts

Grade: 3

Test MAP Missouri Assessment Program

Edition/Publication year: MAP/2002

Publisher: CTB McGraw-Hill

What groups are excluded from testing? Why, and how were they assessed? No groups or

individuals were excluded from testing.

Number excluded: 0

Percent excluded: 0%

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	April	April	April
SCHOOL SCORES					
TOTALS	NA	NA	NA	NA	NA
At or Above Basic	21 100%	25 96.1%	22 84.6%	20 86.9%	
At or Above Proficient	14 66.6%	16 61.5%	16 61.5%	8 34.7%	
At Advanced	0	0	0	1	
Number of students tested	21	26	26	23	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					NA
1. Ethnic Minorities	1 4.7%	1 3.8%	0	0	
At or Above Basic	1 4.7%	1 3.8%	0	0	
At or Above Proficient	1 4.7%	0	0	0	
At Advanced	0	0	0	0	
2. Free and Reduced Lunch	2 9.5%	0	0	4 17.4%	
At or Above Basic	2 9.5%	0	0	3 13.0%	
At or Above Proficient	0	0	0	1 4.3%	
At Advanced	0	0	0	0	
3. IEP Students	4 19%	3 11.5%	1 3.8%	6 26%	
At or Above Basic	4 19%	3 11.5%	0	5 21.7%	
At or Above Proficient	2 9.5%	1 3.8%	0	1 4.3%	
At Advanced	0	0	0	0	
STATE SCORES					
TOTALS	68,013	70,544	69,686	69,103	
At or Above Basic	50,148	50,343	48,705	47,004	
State Mean Score	73.7%	71.4%	69.9%	68.0%	
At or Above Proficient	24,062	22,284	22,103	19,917	
State Mean Score	35.4%	31.6%	31.7%	28.8%	
At Advanced	1,215	717	1,126	851	
State Mean Score	1.8%	1.0%	1.6%	1.2%	

1. STATE CRITERION-REFERENCED TEST—

Mathematics

Grade: 4

Test MAP Missouri Assessment Program

Edition/Publication year: MAP/2002

Publisher: CTB McGraw-Hill

What groups are excluded from testing? Why, and how were they assessed? No groups were excluded. In 99/00 one student was excluded from testing; this child met all 5 of the excluding criteria established by the Missouri Department of Elementary and Secondary Education.

Number excluded: 1

Percent excluded: 4.8% in 99/00 only.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	April	April	April
SCHOOL SCORES					
TOTALS	NA	NA	NA	NA	NA
At or Above Basic	27 100%	26 92.8%	19 95%	28 90.3%	
At or Above Proficient	19 70.4%	22 78.5%	11 55%	10 32.2%	
At Advanced	3 11.1%	5 17.8%	4 20%	0 0%	
Number of students tested	27	28	20	31	
Percent of total students tested	100%	100%	95.2%	100%	
Number of students excluded	0	0	1	0	
Percent of students excluded	0%	0%	4.8%	0%	
SUBGROUP SCORES					NA
1. Ethnic Minorities	1 3.7%	1 3.5%	0	0	
At or Above Basic	1 3.7%	0	0	0	
At or Above Proficient	1 3.7%	0	0	0	
At Advanced	0	0	0	0	
2. Free and Reduced Lunch	3 11.1%	7 25%	0	9 29%	
At or Above Basic	3 11.1%	5 17.8%	0	9 29%	
At or Above Proficient	2 7.4%	4 14.3%	0	2 6.4%	
At Advanced	1 3.7%	0	0	0	
3. IEP Students	4 14.8%	3 10.7%	5 25%	3 9.6%	
At or Above Basic	4 14.8%	1 3.5%	5 25%	3 9.6%	
At or Above Proficient	1 3.7%	0	2 10%	0	
At Advanced	0	0	1 5%	0	
STATE SCORES					
TOTALS	68,013	70,544	69,686	69,103	
At or Above Basic	50,148	50,343	48,705	47,004	
State Mean Score	78.9%	79.6%	77.7%	77.9%	
At or Above Proficient	24,062	22,284	22,103	19,917	
State Mean Score	37.6%	37.7%	36.7%	35.3%	
At Advanced	1,215	717	1,126	851	
State Mean Score	7.7%	8.2%	8.0%	6.4%	

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Campbellton Elementary uses assessment data to understand and improve instruction and student performance in many ways. Test results are carefully analyzed by a team of teachers and administrators. The Missouri Assessment Program (MAP) content specifications standards for each subject area are compared with (disaggregated) annual assessment data and used to make self-improvement decisions regarding curriculum and instruction. The search is to identify and remediate negative patterns and trends by identifying average points earned within each benchmark item. All available data is scrutinized for areas of strength and weakness. As areas of weakness are identified, action plans are developed to immediately improve methods of instruction and/or adapt instruction to the climate and learning styles of a particular group of students. Areas of strength are rejoiced and congratulated within the school through faculty meetings and celebrations. Community involvement occurs through both traditional letters from the principal and through more dynamic presentations at public meetings showcasing the student's successes in our school.

Campbellton teachers use both the state and district education standards to modify, evaluate and implement change as is necessary to develop content area programs that are appropriate to and meet the needs of all students. Our goal is to continue to increase student achievement in all academic areas, which requires input and decision making from a wide array of resources—including parents. Teachers meet with the building administrator and parents to address the curricular needs and review assessment data while developing goals. Curriculum documents are annually updated to align with our school's goals, mission and vision for our future.

Current trends and educational research are recognized as valuable and included in our living curriculum. Performance events and an emphasis on non-fiction writing are current targeted areas of on-going improvement that were developed by this committee. These areas of improvement become topics for professional development activities. The accumulated knowledge of the professionals in our school is reflected in our student achievement and performance.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Parents, students and the community are informed of student assessment data through a variety of methods. Each month a principal newsletter goes home to every family outlining the educational progress that our students are making, suggestions for learning activities that parents can engage in with their children and assessment data reviews. These reviews have targeted how our school does in comparison to others, and how we compare to national percentiles. Each student receives daily assistance in his/her unique areas of need; however, at testing time students who scored well in the previous year receive public recognition at a special ceremony. This both honors those successful students (entire classrooms) and serves to motivate the upcoming group of students about to begin their assessment phase. Every parent receives a copy of their child's assessment data and individually meets with the teacher who discusses the significance and differences between median national percentiles, scaled scores, stanines and grade mean equivalents. Two-way communication between the family and school is essential in the educational process at Campbellton. E-mail is used frequently to communicate with parents regarding student progress and every day concerns. One of the best way to communicate with our community is through word of mouth. Parent volunteers working within our building are the best form of public communications possible. Personal testimonials carry a great deal of weight in our community.

The St.Louis metropolitan newspaper prints a multi-page comparative study which shows Missouri Assessment Program (MAP) performance data of all the school districts and each individual school building in the area. Several area newspapers publish similar data emphasizing districts and schools not included in the larger report, but which exist in the immediate locale. This particular edition is an annual event which community members look forward to each year. Our school consistently scores above

national, state and district norms. Additionally our school board meetings are public events (also covered by the newspaper) with assessment data showcased through various presentations. Several students writing performances are honored at these community meetings.

4. Describe in one -half page how the school will share its successes with other schools.

Campbellton Elementary has shared instructional strategies with other schools largely through mentoring relationships between teachers and workshops sponsored by successful teachers. One teacher is currently involved in a web-page design that currently describes both day-to-day activities and the overall aspects of her successful curriculum. The teachers at Campbellton regularly attend and present their knowledge at professional development activities. Our reading specialist is very active and shares instructional practices with teachers in multiple schools on an on-going basis. Mentoring is a common practice for Campbellton teachers.

Another teacher has constructed a sizeable collection of resource materials and instructional practices that allow students to perform exceptionally well on Missouri Assessment Program (MAP). This staff member is a forerunner in the data-driven decision making process and was one of the first to begin altering her instruction based on the assessment results of her students. Careful analysis of performance standards and benchmark skills, have fine tuned her instruction and classroom activities which enable students to consistently perform at very high levels. Our teachers commonly assist other teachers who also become valuable resources within the learning community. We have been exploring the possibility of publishing this collection making it available to teachers far beyond our district. Consistent success is the shared result of a caring faculty sensitive to the individual needs of each child, teamwork in sharing best practices that produce results, earnest effort and professional development targeting areas of need.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Our school curriculum is challenging and based upon the philosophy that every child can learn at high levels. Our evidence to support this statement is included on pages 8 and 9 where our special education, minority and economically disadvantaged students are shown to perform well. Twenty-three point seven percent (23.7%) of these students scored at or above the proficient level. We believe that effective learning is a partnership between the school and home and that parents have certain responsibilities in their child’s education. We believe in educating the whole child which encompasses student’s personal intellectual growth, critical thinking, problem solving skills, making use of current technologies, fine arts experiences, and with a special emphasis on character education.

All of our curriculums are continually developed, aligned and renewed through a regular committee process involving multi-stage evaluations performed by teams representing teachers, parents and administrators. Every content area curriculum meets or exceeds the Missouri Show-Me-Standards and National Education Standards. Campbellton had to list a single strength it would be in our teachers’ ability to individualize instruction for each child ensuring that high expectations are met including accelerated instruction for advanced or gifted students. Our mission and focus is clearly defined as constantly improving student achievement. For many years after-school tutoring has been provided by a teacher volunteer to any students who need additional instruction or assistance. Although we currently do not offer foreign language instruction at the elementary level, it is recognized as an area of need and will be addressed in the near future.

Communication arts (encompassing English, spelling, reading and writing), Social Studies, Science, Mathematics and Character Education and citizenship are all tied to key competencies that we teach and evaluate. This ensures that learning has taken place and our objectives have been met. We utilize a number of assessment methods articulated at each grade level to ensure that every student is learning.

Reading is an extremely important part of all instruction at the elementary level. The Gates-MacGinitie reading test is given to every student each year to ensure adequate progress is made. Any student who demonstrates a problem is quickly identified. The Terra-Nova language and reading tests (with national norms) are also administered on an annual basis. In all classrooms at every grade students are assessed weekly within our reading series to ensure that every child’s needs are met Character Education is taught both through planned activities in a purposeful manner (with specific educational goals) and through the simple way our students go through life. Our school utilizes the Caring Schools Communities program. Character education is truly a life-long process of learning that we all experience each day of our lives.

2. (Elementary Schools) Describe in one-half page the schools reading curriculum, including a description of why the school chose this particular approach to reading.

Campbellton Elementary School follows the curriculum of Houghton Mifflin reading K-6—2003, The Nations Choice edition. This was selected by a committee of teachers and administrators after extensive surveys of available materials. In accordance with the National Reading Report of 2000 and the federal legislation of Reading First, the district team decided this series best met the sound scientific research requirement. Over the past three years our teachers have received extensive training in the 4-block Cunningham-Hall Framework. The committee concluded that this series would fit well into this method of instruction.

The focus of early grades is on both phonological and phonemic awareness with introduction to decoding and word recognition skills. These skills are reinforced through daily word work at every grade level with

students receiving modeled writing lessons and many opportunities to use their word knowledge in the writing segment of the 4-block framework. Teaching specific and strategic reading comprehension skills is the major focus in the guided reading segment. This whole-class instruction time utilizes the grade-level textbook and literature sets. During self-selected reading students choose books at their independent reading levels.

We systematically screen every student on an annual basis using the Gates-MacGinitie reading assessment. Any students identified as at-risk receive small-group instruction from a reading specialist in addition to normal classroom instruction. Families of these students participate in parent conferences with suggested home intervention activities. Classroom teachers modify instructional practices to address the needs of all students. After-school tutoring is also provided by a dedicated classroom teacher volunteering her time—this has occurred for years.

Campbellton teachers maintain classrooms that are stimulating and offer abundant reading and writing opportunities. They have high expectations for their students and the students consistently meet them.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Our science curriculum is one area of strength at Campbellton. It is directly connected to the reasoning skills and performance based knowledge that is truly important for students. We use inquiry techniques emphasizing critical thinking skills, and teach science processes not as a separate component but as an integral part of science. Our mission statement defines our school as fostering and accelerating the intellectual growth of students. Science is a strong vehicle for that aspect of personal development. In the 2002 MAP science test (Terra-Nova), our student scored at the 93.4 median national percentile. Within the state of Missouri 29% of our students scored in the advanced quintile, 52% proficient and 19% nearing proficient. Our standards-based curriculum carefully teaches key competencies and core skills that students need to know.

Particularly in today's global community, it is imperative that our students have a firm grasp of social studies concepts. Our students excel in this area; in 2002 our median national percentile score was 80. Within the state of Missouri 15% of our students scored in the advanced quintile, 44% proficient and 37% nearing proficient. Our students understand the importance of celebrating cultural differences in today's complex geo-political world. Student knowledge of current events, citizenship and our government exemplifies how our students are expected to know than mere minimum standards. The academic success that our students enjoy is a reflection of teaching the Show-Me Standards using the Curriculum Frameworks accompanied by the high expectations that all teachers embrace. By focusing on each individual objective in the Curriculum Frameworks and relating that concept to their daily lives, students master and maintain the knowledge standards set forth by the state of Missouri.

A long-term partnership with parents has enabled our educational program to flourish. Parental involvement is a key part of our success. Each evening children sit down with their parents and review key concepts learned throughout the day/week. Our home partnership is an expected activity and part of our school culture and tradition.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Campbellton teachers are devoted to making sure that our instructional methods are as varied as the needs of our student population. Because we are a small school, we can easily identify individual needs and learning styles. This is paramount in the planning and completion of meaningful lessons tailored to each student's needs. We live the belief of the direct connection between instructional strategies, student achievement and our ability to adapt teaching methods to meet the needs of the individual child. Every

aspect of a student's life here at Campbellton is connected with high expectations: this includes everything from behavioral expectations and academic excellence to student citizenship.

Students are actively engaged in learning whether it is through participation in a performance event or by using interactive technology to enhance learning. The scientific method is used in hands-on activities to promote higher level thinking skills and organization of observations and facts. Performances and activities are frequently used as part of our Character Education program—"Caring Schools Communities". Smart boards, computers and other technologies are used daily by teachers to involve all students in high level thinking activities. Students learn a variety of computer programs such as: Microsoft Word, PowerPoint and Excel; which will be valuable to the students throughout their academic careers and well into the future. Students are regularly engaged in independent projects involving use the Internet for researching educational topics and communication. For instance: our fifth grade class was studying a famous author and corresponded with this person via the Internet in the classroom. This made for a memorable experience that the children will never forget. Presentations, problem solving and experiences such as the aforementioned utilizing multiple resources and technology are required of all our students. This is simply part of our school culture and compliments the high expectations to which we hold students in all areas.

Writing is stressed in all areas of the curriculum. Cross-curricular units lend themselves to all types of writing including nonfiction, expository, and narrative. Persuasive writing and poetry allow students to delve more deeply into themselves for expressive purposes, exercising their unique creativity and the formation of educated opinions. Throughout every aspect of our curriculum the individual differences of each child are taken into consideration. Nothing accelerates success like building upon a child's unique individual strengths. Each child is expected to excel to his or her potential and beyond.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Campbellton teachers are devoted life-long learners; we are committed to continuous self improvement. A very high percentage of the teachers have either completed their Masters work or are currently working on a Master's degree. In light of this the school has developed and maintains an atmosphere of professionalism that encourages furthering knowledge through higher education and professional development activities. Investing in ones own intellectual bank is wise indeed.

Teachers assess their students' needs based on assessment data, observation of class dynamics, and their own experience. They are encouraged and inspired to attend classes that both promote their own learning and to target areas of concern shown through student testing. Workshops are sought out to help teachers reach levels of expertise in areas of professional need. For example: currently our students' writing assessments show that they need additional practice in the area of non-fiction writing. Therefore, we as responsive teachers are engaging in further professional development in that area. Systematically addressing needs such as the aforementioned is the best way to increase student achievement. Skills and knowledge are honed to aid in the improvement of the overall classroom and in the education of each individual child.

Teachers and support staff at Campbellton recognize their own strengths and fields of interest. Everyone is willing to share knowledge with colleagues in formal in-house workshops and informally throughout each day. Some of our teachers are mentoring new teachers in other schools within our district. Our faculty is composed of experienced veteran teachers; therefore our emphasis is on ongoing professional growth activities. We have committed our faculty meeting time to professional development activities such as: technology and character education strategies. The easy rapport and strong support among our teachers makes it second nature to contribute an idea, a strategy, or a tidbit of information to each other. We all understand that continuing our growth as professionals is vital to the life of our educational community and to the strength of our students' achievement and success.

Missouri Assessment Description for the NCLB Blue Ribbon Application March 2003

The state assessment system referred to as the MAP (Missouri Assessment Program) currently assesses students in communication arts in grades 03, 07, 11 and mathematics in grades 04, 08, and 10. An achievement level, measuring student progress toward the Show-Me Standards, is determined. Levels of achievement are identified by one of five descriptors—Step 1, Progressing, Nearing Proficient, Proficient, or Advanced.

General Descriptions

Step 1: Students are substantially behind in terms of meeting the Show-Me Standards. They demonstrate only minimal understanding concepts and little or no ability to apply that knowledge.

Progressing: Students are beginning to use their knowledge of simple concepts to solve basic problems, but they still make many errors.

Nearing Proficient: Students understand many key concepts, although their application of that knowledge is limited.

Proficient: This is the desired achievement level for all students. Students demonstrate the knowledge and skills called for by the Show-Me Standards.

Advanced: Students demonstrate in-depth understanding of all concepts and apply that knowledge in complex ways.