

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

Name of Principal Mrs. Joyce M. Roberts  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Pierre Laclede Elementary School  
(As it should appear in the official records)

School Mailing Address 5821 Kennerly Avenue  
(If address is P.O. Box, also include street address)

City St. Louis State Missouri Zip Code+4 (9 digits total) 63112-3821

Tel. (314) 385-0546 Fax (314) 385-7294

Website/URL www.slps.org Email Joyce.Roberts@slps.org

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

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

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

Name of Superintendent Dr. Cleveland Hammonds, Jr.  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Saint Louis Public Schools (314) 231-3720 Tel. ( ) \_\_\_\_\_

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

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

Name of School Board President/Chairperson \_\_\_\_\_  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district:      70   Elementary schools  
      23   Middle schools  
       0   Junior high schools  
      12   High schools  
       7   Special/Alternative  
  
     112  TOTAL

2. District Per Pupil Expenditure:     \$11,711.00   
  
     Average State Per Pupil Expenditure:     \$  6,991.00

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

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

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

4. 10\_\_\_\_\_ 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 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
<b>K</b>	14	16	<b>30</b>	<b>7</b>			
<b>1</b>	14	13	<b>27</b>	<b>8</b>			
<b>2</b>	18	21	<b>39</b>	<b>9</b>			
<b>3</b>	23	21	<b>44</b>	<b>10</b>			
<b>4</b>	20	19	<b>39</b>	<b>11</b>			
<b>5</b>	24	21	<b>45</b>	<b>12</b>			
<b>6</b>				<b>Other</b>	8	7	15
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>239</b>

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

**100% Total**

7. Student turnover, or mobility rate, during the past year: 11.9 %

(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 <i>to</i> the school after October 1 until the end of the year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	235
(5)	Subtotal in row (3) divided by total in row (4)	.119
(6)	Amount in row (5) multiplied by 100	11.9

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: 97.4 % \*

229 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.

\*NOTE: According to St. Louis Public Schools Food Service Records, all children (100%) in attendance receive Free and/or Reduced Lunch Subsidy. No children pay the full price for lunch.

10. Students receiving special education services: 14%  
33 Total Number of Students Served

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

- |                                    |   |
|------------------------------------|---|
| <u>    </u> Autism                 | <u>    </u> Orthopedic Impairment                 |
| <u>    </u> Deafness               | <u>  3  </u> Other Health Impaired                |
| <u>    </u> Deaf-Blindness         | <u>  8  </u> Specific Learning Disability         |
| <u>    </u> Hearing Impairment     | <u> 13  </u> Speech or Language Impairment        |
| <u>  4  </u> Mental Retardation    | <u>    </u> Traumatic Brain Injury                |
| <u>    </u> Multiple Disabilities  | <u>    </u> Visual Impairment Including Blindness |
| <u>  5  </u> Emotionally Disturbed |   |

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  2  </u>	<u>    </u>
Classroom teachers	<u> 12  </u>	<u>    </u>
Special resource teachers/specialists	<u>  8  </u>	<u>  1  </u>
Paraprofessionals	<u>  4  </u>	<u>  1  </u>
Support staff	<u>  6  </u>	<u>  6  </u>
Total number	<u> 40  </u>	<u>    </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	95.0	92.0	92.5	93.1	95.9
Daily teacher attendance	98.0	97.2	95.6	96.0	95.5
Teacher turnover rate	2%	2%	6%	4%	2%
Student dropout rate	-----	-----	-----	-----	-----
Student drop-off rate	-----	-----	-----	-----	-----

## **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.

Pierre Laclède Elementary School, Saint Louis Public Schools District, St. Louis, Missouri is an urban, non-integrated neighborhood school serving students in Pre-school through Grade 5. It is an anchor for the community, a neighborhood that has been identified as a high crime and a high poverty area surrounded by urban blight. Most of our students come from disadvantaged backgrounds, low socio-economic status, and are eligible for free and reduced breakfast and lunch subsidies.

Our mission is to provide a high quality, world-class education for all students based on the expectation that all children can learn and will achieve at high levels. The school structure rests on the cornerstones of Attendance, Attitude, and Achievement. We believe that to be effective in education we must impact the affective as well as the cognitive domains of our students.

Our reform model is a combination of the St. Louis Model and the Effective and Efficient Schools Correlates. The St. Louis Model utilizes data to drive instruction essential in the development of Individual Advancement Plans for all students. An Individual Advancement Plan outlines the students' strengths and weaknesses and used as a guide for instruction. The Effective and Efficient School Correlates--Strong Administrative Leadership, High Expectations, Safe and Conducive Learning Climate, Instructional Focus, and On-going Assessment and Evaluation frame the organizational structure of Pierre Laclède Elementary School.

All of our specialists in communication arts, mathematics, and special education work directly in the classroom coordinating lessons with and supporting the classroom teacher. This model has yielded significant results. Sixty-three percent (63%) of our students score at Proficient and Advanced in communication arts. Fifty-six percent (56%) of our students scored at Proficient and Advanced in mathematics based on the Missouri Assessment Program (MAP). We have eliminated separate, self-contained special education classrooms and have fully integrated all special education students into the regular program.

The School Improvement Plan guides the delivery of instruction and all other services. It is collaboration between the school, parents, and community. A Home-School Compact is implemented which enlists the full support of parents and the community in the educational as well as the socialization process of our students.

We provide Latchkey services for before- and after-school care as well as tutoring services. A third-semester summer school is in place for students requiring more time to be successful. Our nationally recognized outdoor classroom/garden and instructional pavilion provides hands-on learning opportunities that have dramatically raised the science scores. Ninety-three percent (93%) of our children score at Proficient and Advanced.

Laclede School was saluted by the President of the Missouri State Board of Education as "a model of excellence to be replicated throughout the state". Laclede was also recognized as one of the 10 Ten Most Improved Schools based on the MAP. The certificated and non-certificated staff received a monetary accountability award for reaching the academic benchmarks established by the St. Louis Superintendent of Schools.

We collaborate with the University of Missouri-St. Louis in teacher preparation as a Professional Development School. Administrators and teachers across the St. Louis area routinely visit our school to witness proven strategies that work toward moving all students to Proficient and Advanced on the MAP performance test.

We are the home of the 2002-2003 Missouri State Teacher of the Year, Mrs. Audrey Ferguson. She is the first St. Louis Public Schools recipient in the 50-year history of the award. Laclede School is one of only 58 schools in the state to be invited to apply for the Gold Star Recognition Program.

Working to uplift our entire community, Laclede School, in collaboration with St. Louis Association of Community Organizations (SLACO), has spearheaded a movement for new, affordable housing in the neighborhood that is expected to begin in July 2003.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

A public school may be recognized as a *No Child Left Behind – Blue Ribbon School* in two ways. First, a school may be recognized if it has at least 40 percent of its students from disadvantaged backgrounds who have dramatically improved their performance and are achieving at high levels in reading (language arts or English) and mathematics, as measured by state criterion-referenced assessments or assessments that yield national norms.

A student from a “disadvantaged background” is defined as one having low socioeconomic status who is eligible for free or reduced-priced meals at the school or is identified by some other method determined by the school. At least 40 percent of the school’s total enrollment must be from low-income families, students with limited English proficiency, migratory students, or students receiving services under Title I of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*.

“Dramatically improved” is defined by the CSSO of each state. All student groups, including disadvantaged students, must show dramatic improvement as shown by disaggregated data. The nomination criteria, including assessments, must pertain equally to all schools that are nominated from the individual state. “High levels” is defined by the CSSO of each state, but at a minimum includes student achievement at the 55<sup>th</sup> percentile on state assessments. **States must rely on the state accountability system to identify schools for submission to the Secretary.** If the state does not have an accountability system in place, in the letter to the Secretary the CSSO explains in detail the criteria used by the state to nominate the schools.

Second, regardless of a school’s demographics, it may be recognized if its students achieve at the highest levels, that is, the school is in the top 10 percent in the state in reading (language arts or English) and mathematics. This achievement is measured by state criterion-referenced assessments or assessments that yield national norms. If the state uses only assessments referenced against national norms at a particular grade, the state should explain how these tests measure the depth and breadth of the state’s academic content standards.

The CSSO of each state certifies in a letter to the U.S. Secretary of Education that accompanies the list of nominated schools that the schools have all met the minimum requirements established by the CSSO for “dramatically improved” and achieving at “high levels.” The letter from the CSSO to the Secretary explains the criteria used by the state to nominate the schools. **States may not submit schools that have been in school improvement status within the last two years.**

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.
  - a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state’s interpretation of statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
  - b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.
  - c. Attach all test data to the end of this application and continue to number the pages consecutively.

1. The Missouri Assessment Program (MAP) is the state achievement test administered by the district. It includes questions that require written responses as well as traditional multiple-choice items. Results of these assessments are used to judge how well a school is doing and how much the school is improving over time. The results also help the state of Missouri make judgments about the District's accreditation. The MAP currently assesses students in Communication Arts in Grades 3, 7, 11 and Mathematics in Grades 4, 8, and 10. An achievement level, measuring student progress toward the Missouri Show-Me Standards, is determined. The standards (33 *performance* and 40 *knowledge*) are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate. 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 a minimal understanding of fundamental 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 an in-depth understanding of all concepts and apply that knowledge in complex ways.

The State of Missouri has identified the benchmarks for acceptable performance in Communication Arts to be students scoring at 55% and above. MAP test results indicate that Laclede School is performing above the state floor in Communication Arts. These are the percentage of students scoring **Proficient and Advanced, Levels 4 and 5, in Communication Arts** for the school years, 2001-02 (61%), 2000-01 (59%), and 1999-2000 (23%), respectively.

The State of Missouri has identified the benchmarks for acceptable performance in Mathematics to be students scoring at 55% and better. MAP test results indicate that Laclede School is performing above the state floor in mathematics. These are the number of students scoring **Proficient and Advanced, Levels 4 and 5, in Mathematics** for the school years, 2001-02 (56%), 2000-01 (38%), and 1999-2000 (19%), respectively.

- a. Our student population is 100% African-American. Almost every student enrolled is eligible for the free or reduced lunch subsidy. (97.4%)
- b. No students are excluded from the tests. Students with IEP (Individual Education Plan-Special Education students) are given the MAP test along with their peers in accordance with the accommodations indicated on their IEP.
- c. See the test data at the end of this application.

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

Laclede School uses assessment data to understand and improve student and school performance in the following ways:

- a. Pre/Post grade level assessment tests designed by grade level teachers are administered during the first two weeks of school to assist in determining students' strengths and weaknesses in Kindergarten through Grade 5. The results are captured on an Individual Advancement Plan for each child. This information assists in guiding instruction to meet individual needs and communicating with parents regarding students' areas of academic strength and weakness, along with coordinating other critical services (speech and hearing, absenteeism, behavior management) to assist students to achieve at high levels. Students and their parents receive copies of their individual profiles sheets for review. Regular and requested conferences with parents help to further instruction outside of the classroom. Computerized instructional and recreational reading lists provide additional help to students and parents.
- b. The results of the Missouri Assessment Program (MAP) are also reviewed by class, grade level, individual student results, whole school, and subgroups (males, females, free/reduced lunch subsidy, Special Education). Skills determined to be in need of improvement are identified as "Must Teach" skills and captured in teacher-friendly frameworks to assist in lesson planning and instructional delivery to students. Reviews of the data also assist in the selection of needs-based Professional Development activities for the instructional staff. The School Improvement Plan also relies on this assessment data, as it is the action plan for the implementation of effective instruction.

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

The school communicates student performance, including assessment data, to parents, students and the community in the following ways. Parents and students receive copies of the Missouri Assessment Program (MAP) test results and all other assessments in a timely fashion. The school's assessment results are also available to the general public on the Department of Elementary and Secondary Education's website.

Test data are published in the daily newspapers and by several independent organizations for dissemination to the surrounding interested community. The St. Louis Public Schools compiles an annual Report to the Community that contains the test data, enrollment, attendance, mobility, free and reduced lunch rate, special education rate, parent conference rate, per-pupil expenditure, and areas of recognition for each school within the district.

Academic and behavior reports are sent to parents on a regular five-week, quarterly, and semester basis. Parent-Teacher Conferences are scheduled each semester. Special reports may be sent daily and/or weekly as warranted and/or requested. The school employs an Open Door Policy whereby parents are free to come and/or call to speak with teachers. We encourage this exchange during the teachers' planning period but exceptions can and are made to this rule.

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

We plan to share our successes with other schools throughout the St. Louis Metropolitan areas, including our neighboring State of Illinois, by utilizing a wide variety of avenues of communication. These avenues include, but are not limited to, sending home regular school-generated letters and monthly class newsletters to parents and community supporters. Students, teachers, and administrators will write personal notes to parents. The local commercial and public radio stations and television channels will be informed of Laclede School successes to be shared with the broader community. Video presentations produced by the district information



staff will be made available for viewing as a part of public service and information announcements. Success vignettes will be forward to the editors of the daily, weekly and community newspapers and the various social agency newsletters. The Laclede staff, parents and students will accept opportunities to speak before civic and community groups to share the news of our success. Laclede School will post success stories on the District's and school's websites. E-mail channels and last, but still highly effective, general word-of-mouth exchange of information by the students, staff and community will also be used.

## **PART V – CURRICULUM AND INSTRUCTION**

**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.**

The curriculum is established by the District and implemented at the elementary level. Both state guidelines and those of the St. Louis Public Schools determine the amount of time spent in each subject area. The school day is organized in such a way as to utilize every instructional minute. The entire staff focuses on curricula content using appropriate data to guide instruction. Extended learning opportunities are available during the lunch period to students when deemed appropriate. Our curriculum includes the following weekly time allotments:

Communication Arts (825 minutes), instructional strategies build on what the child knows about reading, writing, and oral communication. Student development occurs through a whole language approach.

Mathematics (225 minutes), instructional strategies include basic computation and critical and higher order thinking skills. Students must understand the relationships between numbers and then be able to use them to solve problems in measurement, graphing, geometry, and pre-algebra

Science/Health and Safety (150 minutes)

The science curriculum is hands-on and allows students to explore, act on, test, and experience scientific phenomena utilizing the scientific method of analysis, synthesis, observation, prediction, and hypothesis.

Social Studies (150 minutes), teachers weave multi-cultural, non-biased materials into historical content. Students are encouraged to build a sense of history using information that is current and accurate.

Fine Arts (music and art, 180 minutes), emphasis is placed on terminology and through expression and exposure to different media

Physical Education (215 minutes), students learn how the body functions of the body and the importance of maintaining healthy lifestyles

Library (45 minutes), accessibility to materials for reference and enrichment, which continuously build students' knowledge base and support the curriculum. Access to the library is available to students before and after school and during lunch periods.

Technology (45 minutes), integrated across the curriculum and provides instructional access to support the District’s Core Curriculum and strengthens the staff’s capacity to meet identified academic and school improvement needs

The school uses an integrated subject matter approach to teaching. Flexible scheduling is provided for students who need additional instructional support. Students move through the school and participate in classroom and across-classroom experiences based on their individual needs. Students participate in many school-wide activities that support instruction and exposure to cultural and community activities, materials, resources, and expertise to enrich content, i.e., theatre presentations, traveling museums, educational field trips relating to content, and first-hand experiences in authentic employment settings. Although students in Grades 3 and 4 are assessed in Communication Arts and Mathematics, respectively, preparation begins in Pre-school and continues through each grade level engaging students in the curriculum content based on high standards.

Specialists go into the classrooms to collaborate with and support the teachers around curriculum content in the areas of reading and math. The coordination schedule provides a timeline for the introduction of specific skills by grade level, teaching strategies and is correlated to the state goals and performance standards.

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

The district's Communication Arts Curriculum Selection Committee chose the current reading program. The reading curriculum uses a comprehensive literacy approach that encompasses guided reading, shared reading, reading aloud, listening, speaking, vocabulary development, and writing and study skills. These categories are spiraled throughout the reading curriculum with skills introduced, reinforced, and reviewed as they are applied to increasingly more difficult concepts and materials. The reading curriculum objectives have been correlated to the State's Show-Me Communication Arts Content Standards. This Communication Arts curriculum is supported by the balanced literacy component of Laclede School's St. Louis Model. Teaching phonics with literature reflects knowledge about how children learn.

To enhance the district curriculum, the Title I School-wide Program Planning Committee recommended, and the staff accepted, the proposal that the reading specialist would use the "push-in" model whereby the specialist goes into the classroom to provide demonstration lessons, professional development, and assistance to the classroom teacher *versus* the "pull-out" model targeting eligible, identified students instructed at a remote location. This was done so that the identified students would get the same instruction as those remaining in the classroom. It was felt that students missed a significant amount of instruction when they were out of the room. This process has worked well and has yielded good results. In selected cases, at-risk students are also provided additional learning opportunities through small group, individualized, intensive instruction.

**2. 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.**

One of the major cornerstones of the Triple A Standards is **Attitude**. Attitude is an essential character trait that follows children from birth through the rest of their lives. Attitudes/behavior must be in place before the Achievement piece can be received. In an effort to strengthen the Attitude piece, we have chosen to include Character Education as another curriculum area of focus. Character Education is communicated to the students in a variety of ways. It begins with the school staff serving as positive role models. The school climate resonates of character-building expectations in the form of being the Most Caring Student, Do the Right Thing Actions, Honor Roll, Safety Patrol, and Service Clubs.

Students actively participate in setting the proper tone by serving on the Student Concerns Committee where they are given a voice to be heard on the issues and problems that affect them directly. The cornerstone of Attitude has been greatly impacted by the inclusion of lessons relative to appropriate behavior, conflict resolution, leadership development, problem solving, and decision making in different situations.

The staff acts as role models for the students in their interpersonal relations. The counselor takes the Character Education to the classroom and directly impacts the students through role-playing, open discussion of hot and relevant topics, such as bullying, teasing, honesty, death, divorce, and diversity training. Available community resources are used to strengthen and enhance the practices that are in place and connect the theory of good behavior with real life experiences.

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

The school uses a variety of instructional methods to improve student learning. The key component is the use of assessment data that informs and guides instruction. Review of the data identifies the areas of strengths and weaknesses. We translate this into the "Must Teach" skills

that are disseminated to all staff members from Pre-school to Grade 5. The expectation is that these skills are used to plan lessons and determine appropriate professional development.

Below are listed some of the instructional strategies used at Laclede School:

Teacher directed instruction	Focus in time on task, student-engaged learning
Cooperative learning	Performance-based projects and activities
Facilitating and coaching	Scaffolding, giving students clues
Individualized instruction	Small group instruction
Reading buddies	Teacher-student conferences
Anecdotal logs	Running records
Modeling	Giving explanations
Provides demonstrations	Utilizes graphic resources
Praise for learning performance	Higher order thinking and questioning strategies
Personal interests and compliments	Use of instructional technology for teachers and students
Delving-giving clues to help students get correct answers	Effective grouping of students for review and advancement
Latency-providing students with ample wait time before answering	
Effective use of outside community resources: (OASIS, Black Repertory Theatre, St. Louis Repertory Theatre, Boy Scouts of America, Ford Community Education Center, Missouri Department of Conservation, Gateway to Greening, Missouri Botanical Garden)	

Our staff has received Efficacy Training advocating the belief that all children can "get smart," while building the capacity of adults to set the terms to help them do so. Our staff also has been trained in Teacher Expectations and Student Achievement (TESA), a program that shows teachers how to interact with students on a more equitable and effective basis.

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

Professional Development is a priority at the district and school levels. The district conducts an annual Professional Development Survey of the teaching staff to help determine strategies needed to be used in the classroom to impact instruction, achievement, and advancement. The Professional Development schedule is made available to the staff to select those activities that meet their needs.

The district requires that all staff members complete a professional development plan that includes a requirement of a minimum of 10 PDUs (Professional Development Units) for certificated staff and 16 clock hours for non-certificated. Staff may accumulate as many PDU or clock hours as they chose. There is no maximum number.

The school uses the State and National Standardized assessment results to determine appropriate professional development. The data reveals the weaknesses of the teaching staff in various subject areas. Armed with this information appropriate professional development is offered at the school site.

The administrators and teaching staff are considered to be professional development leaders. Opportunities are given for the sharing of ideas, concepts, and the bringing back of information gleaned from conferences, seminars, and other areas. We keep abreast of “Best Practices”, research-based strategies that have a proven track record in raising achievement.

**SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS**

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade\_\_3, Communication Arts\_\_ Test\_\_Missouri Assessment Program \_\_\_\_\_

Edition/publication year Spring 2002\_\_\_\_\_ Publisher \_CTB/McGraw-Hill\_\_\_\_\_

What groups were excluded from testing? Why, and how were they assessed? \_\_\_\_\_N/A \_\_\_\_\_

---

Number excluded\_\_0\_\_ Percent excluded\_\_0\_\_

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

\*NOTE: “Basic” is here defined as “Nearing Proficient”, which is the MAP achievement level immediately below “Advanced” and “Proficient”, the highest two levels of MAP achievement, and immediately above “Step 1” and Progressing”, the two lowest levels of MAP achievement.

**SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS**

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade\_\_4, Mathematics \_\_\_\_\_ Test\_\_Missouri Assessment Program\_\_\_\_\_

Edition/publication year\_Spring 2002\_\_\_\_\_ Publisher \_\_CTB/McGraw-Hill\_\_\_\_\_

What groups were excluded from testing? Why, and how were they assessed?\_\_\_\_\_

---

Number excluded\_\_0\_\_\_\_ Percent excluded\_\_0\_\_\_\_

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut points. Note that the reported percentage of students scoring above the basic cut point should include students scoring above the proficiency, and advanced cut points.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

\*NOTE: “Basic” is here defined as “Nearing Proficient”, which is the MAP achievement level immediately below “Advanced” and “Proficient”, the highest two levels of MAP achievement, and immediately above “Step 1” and “Progressing”, the two lowest levels of MAP achievement.

**SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued**

Data Display Table for **Reading (language arts or English)** and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
TOTAL					
At or Above Basic	98%	98%	57%	48%	
At or Above Proficient	61%	59%	23%	8%	
At Advanced	5%	2%	3%	0%	
Number of students tested	43	53	64	52	
Percent of total students tested	100%	96%	98%	95%	
Number of students excluded	0	2	1	3	
Percent of students excluded	0	4%	2%	5%	
<b>SUBGROUP SCORES</b>					
1. <i>African-American</i> _____ (specify subgroup)					
At or Above Basic	98%	98%	57%	47%	
At or Above Proficient	61%	59%	24%	8%	
At Advanced	5%	2%	3%	0%	
2. <i>Free/Reduced Lunch</i> _____ (specify subgroup)					
At or Above Basic	98%	98%	55%	45%	
At or Above Proficient	60%	58%	19%	6%	
At Advanced	5%	2%	4%	0%	
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
<b>STATE SCORES</b>					
TOTAL					
At or Above Basic	74%	72%	70%	68%	
State Mean Score					
At or Above Proficient	36%	32%	32%	29%	
State Mean Score					
At Advanced	2%	1%	2%	1%	
State Mean Score					

\*NOTE: “Basic” is here defined as “Nearing Proficient”, which is the MAP achievement level immediately below “Advanced” and “Proficient”, the highest two levels of MAP achievement, and immediately above “Step 1” and “Progressing”, the two lowest levels of MAP achievement.

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

**SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued**

Data Display Table for Reading (language arts or English) and **Mathematics**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
TOTAL					
At or Above Basic	92%	92%	77%	88%	
At or Above Proficient	56%	38%	19%	30%	
At Advanced	13%	16%	2%	9%	
Number of students tested	47	49	53	33	
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%	
<b>SUBGROUP SCORES</b>					
1. <i>African-American</i> _____ (specify subgroup)					
At or Above Basic	92%	92%	77%	88%	
At or Above Proficient	56%	38%	19%	30%	
At Advanced	13%	16%	2%	9%	
2. <i>Free/Reduced Lunch</i> _____ (specify subgroup)					
At or Above Basic	93%	93%	77%	90%	
At or Above Proficient	56%	37%	18%	33%	
At Advanced	13%	14%	0%	10%	
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
<b>STATE SCORES</b>					
TOTAL					
At or Above Basic	79%	79%	78%	78%	
State Mean Score					
At or Above Proficient	38%	37%	37%	35%	
State Mean Score					
At Advanced	8%	8%	8%	6%	
State Mean Score					

\*NOTE: “Basic” is here defined as “Nearing Proficient”, which is the MAP achievement level immediately below “Advanced” and “Proficient”, the highest two levels of MAP achievement, and immediately above “Step 1” and “Progressing”, the two lowest levels of MAP achievement.

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (b) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)