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 [**X**] Title I [] Magnet [] Choice

Name of Principal: Mr. Jason Pursley

Official School Name: Skyline Elementary School

School Mailing Address:
Rte 1
Box 838
Urbana, MO 65767-9617

County: Hickory State School Code Number*: 043001

Telephone: (417) 993-4225 Fax: (417) 993-0216

Web site/URL: www.hickorycountyschools.net E-mail: jpursley@skyline.k12.mo.us

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*: Mr. Mark Beem

District Name: Hickory Co. R-I Tel: (417) 993-4225

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: Mr. Kevin Ethridge

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:

1	Elementary schools
1	Middle schools
	Junior high schools
1	High schools
	Other
3	**TOTAL**

2. District Per Pupil Expenditure: 7357

   Average State Per Pupil Expenditure: 9338

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
   [X] Rural

4. 5 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	27	27	54	**8**			0
1	24	28	52	**9**			0
2	24	24	48	**10**			0
3	23	28	51	**11**			0
4	30	25	55	**12**			0
5			0	**Other**			0
6			0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					260

6. Racial/ethnic composition of the school:

2	% American Indian or Alaska Native
	% Asian
1	% Black or African American
2	% Hispanic or Latino
	% Native Hawaiian or Other Pacific Islander
95	% White
	% 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: 22 %

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.	30
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	25
(3)	Total of all transferred students [sum of rows (1) and (2)].	55
(4)	Total number of students in the school as of October 1.	246
(5)	Total transferred students in row (3) divided by total students in row (4).	0.224
(6)	Amount in row (5) multiplied by 100.	22.358

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 1
Specify languages:

9. Students eligible for free/reduced-priced meals: 62 %

Total number students who qualify: 160

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: 8 %

Total Number of Students Served: 22

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

0	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	5	Specific Learning Disability
0	Emotional Disturbance	15	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	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	15	0
Special resource teachers/specialists	4	0
Paraprofessionals	4	0
Support staff	5	0
Total number	29	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	96%	95%	95%	95%	95%
Daily teacher attendance	98%	96%	98%	98%	95%
Teacher turnover rate	10%	10%	0%	10%	0%

Please provide all explanations below.

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

Skyline Elementary is located in a rural setting in Southwest Missouri with the nearest town located approximately 3 miles away. Skyline Elementary is located 60 miles north of Springfield, Missouri on 65 highway. Skyline Elementary is a part of the Hickory County R-1 School District. The Hickory County R-I School District (Skyline) came into existence in 1958 when the four small towns of Preston, Urbana, Cross Timbers, and Tunas consolidated their four schools. Our school has earned the Distinction in Performance award, which is awarded from the Department of Elementary and Secondary Education (DESE) in Missouri for six consecutive years.

“Every child matters” is the key statement in the mission of our school. Every child who walks through our doors is considered a precious gift who deserves the opportunity to have a successful start in life. No matter where our children come from, when they walk in to our school they are equal to every other child. Although as a school, we can not control their environment away from school, the second they walk into our building, they become an equal who has the right to feel safe, secure, and loved. This vision and attitude which is present here at Skyline Elementary is the main reason why our school is successful. Another reason why our school is successful is because of the relationship between the community and the school. The community is a key stakeholder in the success of our students. The community is always welcome into our school. We have volunteers, family nights, dinners, back to school bashes, music and art programs, athletics, senior citizens day, grandparents day, school plays, etc; all of which involves the community. Because the community feels a part of our school, we can always call on them when we need something and they do not let us down. In return, the community is proud of what the school accomplishes and feels proud their children attend Skyline Elementary.

Skyline Elementary educates a socioeconomic diverse student body in kindergarten through fourth grade. We provide a wide variety of differentiated instruction in our classrooms to insure all students are successful. We also provide Title I services, special education services, and (RTI) response to intervention teams. Technology is immersed with in our curriculum. In today’s society, technology is a key ingredient for any successful school. The teachers play a huge role in developing the curriculum. Since the teachers will have to implement the curriculum, they have to feel a part of the design, take ownership, and responsibility to ensure the curriculum will be successful and meet the needs of the students. High expectations and the shared responsibility of educating, caring, and nurturing all students regardless of their socioeconomic background makes our school what it is today.

Our scores on the state achievement tests have continually been towards the top in the State of Missouri. Last year, our combined scores of math and communication arts ranked fourth among schools who have 50% or more students who qualify for free/reduced lunches. The scores ranked 19th overall for the entire state. Our school has received the Performance in Distinction Award from the Department of Elementary and Secondary Education for the past six years.

Our shared commitment to the success of all students between teachers, staff, and community is the main priority in our school. Our staff truly cares for our students. The staff works hours upon hours to ensure every child receives the education and commitment they deserve and are entitled too. As the sign in front of our school states: "Every child matters".

<!-- function __RP_Callback_Helper(str, strCallbackEvent, splitSize, func){var event = null;if (strCallbackEvent){event = document.createEvent('Events');event.initEvent(strCallbackEvent, true, true);}if (str && str.length > 0){var splitList = str.split('|');var strCompare = str;if (splitList.length == splitSize)strCompare = splitList[splitSize-1];var pluginList = document.plugins;for (var count = 0; count < pluginList.length; count++){var sSrc = ';if (pluginList[count] && pluginList[count].src)sSrc = pluginList[count].src;if (strCompare.length >= sSrc.length){if (strCompare.indexOf(sSrc) != -1){func(str, count, pluginList, splitList);break;}}}}if (strCallbackEvent)document.body.dispatchEvent(event);}function __RP_Coord_Callback(str){var func = function(str, index, pluginList, splitList){pluginList[index].__RP_Coord_Callback = str;pluginList[index].__RP_Coord_Callback_Left = splitList[0];pluginList[index].__RP_Coord_Callback_Top = splitList[1];pluginList[index].__RP_Coord_Callback_Right = splitList[2];pluginList[index].__RP_Coord_Callback_Bottom = splitList[3];};__RP_Callback_Helper(str, 'rp-js-coord-callback', 5, func);}function __RP_Url_Callback(str){var func = function(str, index, pluginList, splitList){pluginList[index].__RP_Url_Callback = str;pluginList[index].__RP_Url_Callback_Vid = splitList[0];pluginList[index].__RP_Url_Callback_Parent = splitList[1];};__RP_Callback_Helper(str, 'rp-js-url-callback', 3, func);}function __RP_TotalBytes_Callback(str){var func = function(str, index, pluginList, splitList){pluginList[index].__RP_TotalBytes_Callback = str;pluginList[index].__RP_TotalBytes_Callback_Bytes = splitList[0];};__RP_Callback_Helper(str, null, 2, func);}function __RP_Connection_Callback(str){var func = function(str, index, pluginList, splitList){pluginList[index].__RP_Connection_Callback = str;pluginList[index].__RP_Connection_Callback_Url = splitList[0];};__RP_Callback_Helper(str, null, 2, func);} //-->

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

A Criterion Referenced Test (CRT) is a sample of items used to yielding information directly interpretable with respect to a well-defined domain of specified performance standards. Missouri Assessment Program (MAP) is a criterion referenced state assessment program used to obtain information regarding student achievement relative to Missouri Show-Me Process and Content Standards as well as Grade and Course Level Expectations. Skyline Elementary School utilizes MAP data as one measurement of curriculum and instruction effectiveness. Skyline Elementary students are currently tested in grades three and four in the areas of communication arts and mathematics. (Assessment data can be found at: http://dese.mo.gov/planning/profile/043001.html)

Skyline Elementary School students' MAP scores are consistently among the highest in the state, earning the district "Accreditation With Distinction" honors from the Missouri Department of Elementary and Secondary Education annually since 2003. Ongoing use of assessment data to drive implementation of written curriculum and differentiated instructional strategies has resulted in maintained and/or increase in student achievement.

Assessment data includes MAP assessment achievement for the past five years. Prior to spring 2006 testing, there were five levels of proficiency: step one, progressing, nearing proficient, proficient, and advanced. Beginning with spring 2006 MAP tests, proficiency levels were reduced to four: below basic, basic, proficient and advanced. Students achieving at the proficient and/or advanced levels meet proficiency criteria for "No Child Left Behind". Reading scores were separate from Communication Arts scores for spring 2004 and 2005 testing periods. Reading proficiency levels included unsatisfactory, satisfactory and proficient. In addition, MAP assessment changed from grade level testing to grade span testing with spring 2006 assessment. This accounts for the gap in data in third grade mathematics and fourth grade communication arts.

In spring 2004, Skyline Elementary has reported the following: 83% of 3rd grade students scored within the top two achievement levels of MAP reading assessment compared to 75% of 3rd grade students statewide; 45% of 3rd grade students scored within the top two achievement levels of MAP communication arts assessment compared to 35% of 3rd grade students statewide; 37% of economically disadvantaged 3rd grade students scored within the top two achievement levels of MAP communication arts assessment compared to 22% of 3rd grade students statewide; 43% of 4th grade students scored within the top two achievement levels of MAP mathematics assessment compared to 40% of 4th grade students statewide; 41% of economically disadvantaged 4th grade students scored within the top two achievement levels of MAP mathematics assessment compared to 28% of 4th grade students statewide.

In spring 2005, Skyline Elementary has reported the following: 91% of 3rd grade students scored within the top two achievement levels of MAP reading assessment compared to 77% of 3rd grade students statewide; 41% of 3rd grade students scored within the top two achievement levels of MAP communication arts assessment compared to 35% of 3rd grade students statewide; 27% of economically disadvantaged 3rd grade students scored within the top two achievement levels of MAP communication arts assessment compared to 24% of 3rd grade students statewide; 55% of 4th grade students scored within the top two achievement levels of MAP mathematics assessment compared to 43% of 4th grade students statewide; 38% of economically disadvantaged 4th grade students scored within the top two achievement levels of MAP mathematics assessment compare to 31% of 4th grade students statewide.

Beginning in spring 2006, MAP testing changed from grade level testing to grade span testing. In addition, proficiency levels changed from five levels to four. Results from 2006-2008 grade-span testing at Skyline Elementary are as follows: 66-76% of 3rd grade students scored within the top two levels of MAP

communication arts assessment during the 2006-2008 testing periods; 50-63% of 3rd grade students scored within the top two levels of MAP communication arts assessment during the 2006-2008 testing periods; 4th grade students demonstrated consistent growth in the top two levels of MAP communication arts assessment during the 2006-2008 testing period; economically disadvantaged 4th grade students demonstrated consistent growth in the top two levels of MAP communication arts assessment during the 2006-2008 testing period. Skyline Elementary 3rd grade students demonstrated both growth and achievement within the top two levels of MAP mathematics assessment during the 2006-2008 testing period. The percentage of students within the top two proficiency levels grew from 43 in 2006 to 82 in 2008; economically disadvantaged 3rd grade students also demonstrated growth and achievement during the 2006-2008 testing periods. Students in the top two achievement levels grew from 29% in 2006 to 76 in 2008.

Skyline Elementary 4th grade students demonstrated both growth and achievement within the top two levels of MAP mathematics assessment during the 2006-2008 testing period. The percentage of students within the top two achievement levels ranged from 58% in 2007 to 76 in 2008; economically disadvantaged 4th grade students also demonstrated growth and achievement within the top two levels of MAP mathematics assessment during the 2006-2008 testing period. The percentage of students within the top two achievement levels ranged from 45 in 2007 to 68 in 2008.

2. **Using Assessment Results:**

The faculty and administration utilizes assessment data received to initiate curricular modifications to accommodate areas of challenge as well as to enhance areas of strength. State assessment data is collected and analyzed to determine how well our students are mastering state standards and grade level expectations. Five years of data is used to assist vertical and horizontal curriculum teams determine how best to modify instruction to meet the needs of all learners. Differentiated instructional strategies are implemented based on standardized state assessments as well as formative and summative local assessments.

A three-tiered approach is utilized to determine how best to serve all students in the regular education classroom. We provide opportunities that are appropriate for each category of students. For our students who are high achievers, scoring above grade level on local and/or state assessments, we offer above grade level curriculum and peer mentoring opportunities. Our reading specialists and peer tutors work with struggling readers in grades 1-4 to help increase their skills in language arts. Students with disabilities are served in the resource class and through differentiated instructional strategies in the classroom to help them gain mastery of the curriculum.

3. **Communicating Assessment Results:**

Skyline Elementary considers the communication of assessment a top priority. Assessment data is used to drive instruction and curriculum and thus is very much part of our efforts to meet expectations of district stakeholders' expectations. Achievement results and curricular modifications are shared with parents and other community members through a variety of methods. District school board members receive regular and on-going assessment data from building administrators. Community members receive assessment and curriculum data through our district newsletter. Newsletters are published monthly and sent to every member of the school community. In addition, achievement results are shared and celebrated through school/community activities held throughout the school year. Parents and community members are invited to

attend these celebratory events to explore student achievements and to become more aware of district curriculum offerings and procedures. Skyline administrators and teachers publicize students' achievement data in two county newspapers and a local radio station. Finally, Skyline faculty and staff remain in contact with elected officials at the local, county, state, and national levels, reporting assessment data and student achievements on a regular basis.

4. **Sharing Success:**

Skyline Elementary is committed to sharing Best Practices with other schools, districts and universities. Skyline teachers are encouraged to share their teaching strategies with beginning and practicing teachers. Area universities commonly send student teachers to Skyline Elementary School to work with highly qualified committed teachers prior to becoming licensed to teach. In addition, Skyline Elementary faculty is regularly called upon to present workshops and informational meetings regarding our student' academic successes, curriculum revision processes, and integrated teaching practices. If we were named a "Blue Ribbon School" we would continue to host school visits and share our teaching and learning strategies to help other schools improve their practices.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Skyline Elementary is guided by the Missouri Department of Elementary and Secondary Education's (DESE) Show-Me Standards (process and content) and Grade Level Expectations (GLEs). Grade Level Expectations are articulated for the following content areas: mathematics, communication arts (including reading, writing, and listening), social studies, science, and fine arts. Show-Me Standards and GLEs represent high standards of learning that are essential for all students. Process and content expectations provide a foundation on which subsequent learning may be built.

Our approach to teaching state standards and expectations is guided by our philosophy that all students matter, all students have gifts and talents, and all children learn in different ways. We believe core curriculum should be taught with respect for differences in learning styles, learning rates, interests, and individual capabilities without losing sight of common goals. We see children as individuals and we believe differentiated instruction and cooperative learning are essential as the basis for a learning environment where all students have the opportunity to thrive and succeed.

Our approach to differentiated instruction is based on the research of Carol Ann Tomlinson and Jay McTighe, "Integrating Differentiated Instruction- Understanding by Design". Their findings were used to implement instructional strategies that support various teacher roles such as direct instruction, facilitative/constructivist methods of teaching and coaching. At Skyline Elementary, our curriculum is built on the foundation that there is a need for balance between how students construct meaning and teacher guidance. Teachers, at Skyline, help students find greater meaning within the curriculum with the goal of creating lifelong learners. If students can see the "bigger picture" they will see the need to learn. As teachers offer students different routes to content, activities, and products, learning becomes meaningful and individualized for learners. Skyline Elementary teachers have an on-going commitment to differentiating curriculum. Teachers regularly attend training in differentiated instruction, integrated curriculum and student-centered learning.

Skyline Elementary curriculum is both internally and externally aligned. Internal alignment results from teachers utilizing backward design to create lessons and units based on mastery of learner expectations and objectives. Learning activities are designed to enhance the students' understanding of key concepts. Assessments are designed with learner objectives as the driving force. External alignment has been achieved as teachers base their lessons and units on process and content standards and grade level expectations set forth by the State of Missouri as essential learning for students to become effective citizens in an increasingly global world.

Skyline Elementary boasts strong music and physical education departments. Our performing arts curriculum includes vocal performance as well as musical theatre. Skyline fine arts students have performed at various state-wide functions including performing before the governor and state legislators. Skyline's physical education program is diverse in nature, encouraging students to participate in lifelong healthy habits through personal exercise as well as organized sports. Skyline participates in national cup-staking competitions. Research has shown cup-stacking to be instrumental in increasing test scores and concentration in participants. Cup stacking, as a key component of Skyline's physical education curriculum, promotes midline crossing of the body which in turn helps individuals develop new connections in the brain. These new connections promote brain growth and promote academic achievement. Research on the positive effects of sport stacking can be found at http://www.speedstacks.com/groups/benefits.php.

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

Skyline Elementary follows a balanced literacy approach with integrated reading and writing with emphasis placed on phonemic awareness, phonics, vocabulary, fluency and comprehension. All teachers grades K-4th were trained with the LIPS (Lindamood Phonemic Sequencing) program. Literacy Centers are also an integral part of our reading curriculum in grades K-1st. We have chosen a text series from MacMillian/McGraw Hill for all grades K thru 4th. We chose the Macmillian/McGraw Hill because we feel this text best encompasses the necessary skills to help our students become competent, capable lifelong readers. This series also provides students opportunities to develop their listening, speaking, and thinking skills. This series also incorporates activities to develop good reading comprehension skills which includes strategies to use before, during, and after reading, which helps to develop a deeper comprehension and understanding of what they read. Other supplemental resources we use in the lower grades are from the Wright Group Series. Other resources which are utilized are: 4 block, Mailbox Magazines, Teacher Helper, and educational internet websites. A few of the teacher resource books we use are Debbie Miller's Reading with Meaning, Lucy Calkin's Reader and Writing Workshop, and Jim Trelease's The Read Aloud Handbook. The upper grades utilize many literature sets as well as leveled readers as supplements that go along with the text series. Title 1 reading services are also provided to all students. Our reading curriculum includes use of text features, explaining literary devices such as figurative language, analyzing and using text elements, such as setting, characters, sequence of events, problem-solution, author's purpose and audience. Skills for comprehension include retelling, recognizing important information, identifying cause and effect, drawing conclusion, making references, summarizing, comparing and contrasting texts.

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

This question is for secondary schools only

3. **Additional Curriculum Area:**

Skyline Elementary places heavy emphasis on integrating technology into our curriculum. In today's society children must be equipped with the knowledge of the latest technology trends. We have budgeted approximately fifteen thousand dollars a year to up grade our technology in our elementary classrooms. Our school has made many improvements the past 3 years in the advancement of our technology program. We have a computer lab with 30 computers and a smart board that is available to all elementary students. In the classrooms, we utilize smart boards, document cameras, digital cameras, writing notebooks, and four computers per classroom. The computers in the classrooms as well as in the computer lab and library are used for Reading Counts quizzes. Last year alone, our students from 1st to 4th grade took and passed over 25,000 quizzes. In our elementary library we have a collection of DVD's ranging from educational videos to professional development videos for the teachers and staff. We also utilize the school information system Lumen as a resource for all information that is kept for school records. The Lumen information system allows parents to check all the child's work throughout the year as well as lunch accounts, schedules, etc. The Lumen system also allows parents access to teachers' lesson plans.

4. **Instructional Methods:**

Skyline Elementary serves a socioeconomic diverse student population. Because of this diverse population, teachers must be able differentiate their instruction so all students achieve success. Although we strive for all students to learn certain objectives, there are many different approaches to achieve these objectives. One size does not fit all when it comes to education. In order to come up with the best plan for all students, we utilize several Response to Intervention (RTI) strategies. We utilize a teacher team who meets once a week to

evaluate different students. During these meetings, we come up several different scientifically researched strategies the teachers take back with them to apply to their classrooms. We also utilize a program call Aims-Web which tracks the students progress to insure the proper strategies are being applied to each individual student. All students also have access to a Title 1 program in both reading and math. The Title 1 teachers are not only a resource for the students but also for the classroom teachers. Not only do we accomodate students needs at school, we also have a program for students to better achieve success at home. Students who are hungry have a hard time concentrating on school work when all they can think about is food. We have a program which sends food home in back packs with such students when the need arises. We also have different organizations who help with students clothing if need be. Although some students come to school with a disadvantage, we at Skyline Elementary try to eliminate such disadvantages as much as possible.

5. **Professional Development:**

Skyline Elementary has developed a professional development program that's foundation is grounded through learning communities and is complete with research-based practices, careful design, continual learning, and collaboration. It is a program driven by data and results in quality instruction for all students. The consistent improvement and high achievement results of students on the MAP test, and the last six years of Distinction in Performance award is a testament that the program is effective and appropriate.
The mission of the professional development program is to provide educational opportunities for teachers to improve instruction, resulting in higher student achievement. The professional growth activities are a cooperative effort involving teachers, administrators. The professional development committee provides various presenters to enhance focused instruction and achieve our building goals. Faculty meetings are instructionally based and center on such activities as vertical teaming, core data analysis, reviewing curriculum, differentiated instruction as well as celebrating successes. Teachers attend professional workshops on an individual basis depending on the needs of their students for that year. These teachers then share the knowledge they gained with colleagues through professional dialogue and collaboration. All new staff members receive a mentor. The mentor acquaints the new teacher with school policies and procedures. The mentor also guides the new teacher through grade level expectations, professional development requirements, state certifications requirements and grade level curriculum guides. The proper professional development of staff members is key to any successful school.

6. **School Leadership:**

The leadership style at Skyline Elementary is more of a site based management strategy. In a site based management style, a leader must be able to empower staff to be active participants in the decision making process. As one administrator stated " I recognize that it is our school, not my school and that synergy produces better solutions to problems than I can figure out by myself." When administrators take a site based management approach, the school culture is much more positive and the staff will work harder to achieve the goals set forth. The reason for this attitude is because when the staff is involved in the decision making process, they will take more ownership in the idea and feel responsible to make sure the goal is reached. The administrator is still the one in charge, but there is nothing wrong with empowering others to make decisions. I have tried to take this approach as a principal which has been successful. Principals' should not have to micro-manage. If an employee is not getting the job completed up to your standards, someone else maybe needed to get the job completed successfully.

Leaders who have a problem with empowering others are usually leaders who have the least amount of confidence within their own abilities. If an administrator as little confidence in themselves, they will worry

that by empowering others, they will not look to them as the boss. I have always enjoyed the quote “If you ARE the boss, you don’t have to PROOVE you’re the boss”.

A school’s leaders responsibility is to create a school environment where good teaching is fostered and made available to all students. Only by achieving this kind of environment will we ever be able to begin to close the achievement gap.
Teachers have the most impact on students. Without good teachers, no matter what kind of program we come up with, we will not close the achievement gap. That is why it is crucial for school leaders to hire the very best teachers.

As school leaders we have two options. We can either accept excuses of why some students can learn and others can not. Which in turn, widens the gap. Or, we can accept the responsibility and accept no excuses and be determined to close this gap. While it is true that educators can not change the condition of children’s lives outside of school, it is also true we can and must work to greatly improve our learning conditions for the poor and minority children in our schools. Only by believing in this attitude will we ever start to close the achievement gap.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Missouri Assessment Program

Edition/Publication Year: 2008 Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
% Proficient plus % Advanced	82	60	43		
% Advanced	20	25	11		
Number of students tested	49	53	56		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	76	53	29		
% Advanced	24	22	3		
Number of students tested	21	32	31		
2. Racial/Ethnic Group (specify subgroup): White(Not Hispanic)					
% Proficient plus % Advanced	82	60	43		
% Advanced	20	24	11		
Number of students tested	45	50	56		
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:

Mathematics was not assessed at the third grade level in 2004 or 2005. Mathematics MAP assessment bagan in the spring of 2006

Subject: Reading Grade: 3 Test: Missouri Assessment Program

Edition/Publication Year: 2008 Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	76	66	66	41	45
% Advanced	41	43	34	2	0
Number of students tested	49	53	56	63	58
Percent of total students tested	100	100	100	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	57	63	50	27	37
% Advanced	38	44	20	0	0
Number of students tested	21	32	30	34	35
2. Racial/Ethnic Group (specify subgroup): White(Not Hispanic)					
% Proficient plus % Advanced	78	66	65	43	44
% Advanced	42	44	35	2	0
Number of students tested	45	50	55	61	54
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:

Map reading scores were available for 2004 and 2005 MAP tests. Beginning in Spring 2006, reading scores became part of a student's overall communication arts score.Three achievement levels: Proficient, Satisfactory, Unsatisfactory

Missouri MAP changed from 5 achievement levels to 4 after the 2005 assessment

Subject: Mathematics Grade: 4 Test: Missouri Assessment Program

Edition/Publication Year: 2008 Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
% Proficient plus % Advanced	76	58	65	55	43
% Advanced	29	11	26	13	2
Number of students tested	42	55	65	60	67
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	68	45	53	38	41
% Advanced	14	10	13	9	3
Number of students tested	22	29	32	34	34
2. Racial/Ethnic Group (specify subgroup): White(Not Hispanic)					
% Proficient plus % Advanced	74	60	64	54	43
% Advanced	31	12	27	15	2
Number of students tested	39	52	64	54	65
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:

Missouri MAP changed from 5 levels to 4 levels after the 2005 assessment

Subject: Reading Grade: 4 Test: Missouri Assessment Program

Edition/Publication Year: 2008 Publisher: CTB/McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
SCHOOL SCORES					
% Proficient plus % Advanced	60	52	42		
% Advanced	17	19	12		
Number of students tested	42	54	65		
Percent of total students tested	100	98	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	50	46	30		
% Advanced	14	7	9		
Number of students tested	22	28	33		
2. Racial/Ethnic Group (specify subgroup): White(Not Hispanic)					
% Proficient plus % Advanced	59	55	42		
% Advanced	15	20	12		
Number of students tested	39	52	65		
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:

Communication Arts testing began in the Spring 2006 assessment when Missouri MAP testing changed from grade level to grade span assessments.

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