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

Type of School: (Check all that apply) [X] Elementary [] Middle [] High [] K-12 [] Other
[] Charter [] Title I [] Magnet [] Choice

Name of Principal: Mrs. Kennie Jo DeShon, Ed.S.

Official School Name: Eugene Field Accelerated School

School Mailing Address:
2602 Gene Field Road
St. Joseph, MO 64506-1601

County: Buchanan State School Code Number*: 011-082-4100

Telephone: (816) 671-4130 Fax: (816) 671-4478

Web site/URL: web.sjsd.k12.mo.us E-mail: jo.deshon@sjsd.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*: Dr. Melody Smith

District Name: St. Joseph School District Tel: (816) 671-4000

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: Mrs. Diane Watson

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:

18	Elementary schools
4	Middle schools
0	Junior high schools
3	High schools
3	Other
28	**TOTAL**

2. District Per Pupil Expenditure: 7563

   Average State Per Pupil Expenditure: 8687

SCHOOL (To be completed by all schools)

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

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

4. 17 Number of years the principal has been in her/his position at this school.

   0 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	0	0	**7**	0	0	0
K	24	20	44	**8**	0	0	0
1	25	21	46	**9**	0	0	0
2	24	27	51	**10**	0	0	0
3	23	20	43	**11**	0	0	0
4	24	31	55	**12**	0	0	0
5	30	25	55	**Other**	0	0	0
6	26	22	48				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					342

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
2 %	Asian
2 %	Black or African American
4 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
92 %	White
0 %	Two or more races
100 %	**Total**

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

7. Student turnover, or mobility rate, during the past year: 4 %

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.	8
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1.	340
(5)	Total transferred students in row (3) divided by total students in row (4).	0.041
(6)	Amount in row (5) multiplied by 100.	4.118

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 4

Number of languages represented: 4
Specify languages:

Urdu

Russian

Twi

Spanish

9. Students eligible for free/reduced-priced meals: 21 %

Total number students who qualify: 73

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: 26

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	5	Other Health Impaired
0	Deaf-Blindness	8	Specific Learning Disability
0	Emotional Disturbance	10	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	2	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	14	0
Special resource teachers/specialists	7	5
Paraprofessionals	2	0
Support staff	6	2
Total number	30	7

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 **24 :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%	96%	96%	96%	96%
Daily teacher attendance	98%	95%	98%	98%	98%
Teacher turnover rate	10%	14%	10%	3%	7%

Please provide all explanations below.

In 2006-2007, one teacher left to become a counselor, and 3 teachers retired.

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

Eugene Field Accelerated School, located in St. Joseph, Missouri, is one of 18 elementary schools in the St. Joseph School District. Nestled in a beautiful, established residential area in the central part of the city, Eugene Field serves 342 students. The 37 member staff is committed to achieving the school's mission, "to create a place where all students are challenged, enriched, and can utilize their individual strengths and talents to flourish in a caring and positive environment." The school's mission is implanted in the soul of the school community. It is a mission that affirms the past, celebrates the present, and holds high hopes and expectations for the future.

The school's firm foundation, and its heart and soul, are the sound instructional techniques that are grounded in education research about best practices. The school community uses the Accelerated Schools process to guide data analysis and focus the work of cadres in aligning school initiatives to support assessed needs. The process has led to intensive training of a balanced literacy program, inquiry learning, and the Missouri grade level expectations. During walkthroughs, the administration sees evidence that teachers are facilitators of child-centered classrooms, where students use strategic approaches and metacognitive structures to guide their approaches to learning.

Dedication to student learning extends beyond the traditional school day at Eugene Field Accelerated School. Because of a strong desire to provide students with the tools and confidence needed for success, activities such as the Eugene Field Singers, Tiger Tutoring, Art Club, basketball, Geography Club, Breakfast Book Club, Soccer Club, and a Math Club take place for students both before and after school.

Field has always enjoyed a history of low teacher turnover, stable family population, and high student achievement. Believing that children can only be successful when they have a sense of belonging, the community wraps itself around this school and provides more than 2,000 hours of volunteer services each year. Dedicated business partners and the school's PTA generously support the school with additional resources for the children and work tenaciously to provide numerous family activities at the school. Parents are visible in the school on a daily basis, providing valuable services such as volunteering in the lunchroom and library, tutoring struggling students, joining students on field trips, and assisting with office duties. Parents who qualify for substitute teaching positions fill in when teachers are unable to attend school. They help to provide consistency because they know the students, use their names, and are a vital and regular part of the school's cohesive family climate.

Through the collaborative efforts of focused leadership, dedicated staff, and caring families, Eugene Field students consistently achieve success. Eugene Field has received "Top Ten" honors for the Missouri Assessment Program since its inception. It is because of sustained high performance that they earned the No Child Left Behind-Blue Ribbon Schools Program Award and the Missouri Gold Star Award, both in 2002-2003.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Missouri Assessment Program (MAP) is a performance-based assessment for use by all public schools in the state, and is required by the Outstanding Schools Act of 1993. This test is designed to measure student progress toward meeting the Missouri Show-Me Standards, which consist of 73 rigorous academic standards that require students to apply knowledge to real-world problems. The MAP, therefore, measures not only what students know, but also how well they can apply that knowledge.

The three types of items used on the MAP test are selected response questions (multiple choice), constructed response (short answer), and performance events (multi-step processes that require students to work through more complicated problems).

Results of the MAP assessments are reported in achievement levels, which are identified by one of four descriptors; Advanced, Proficient, Basic, and Below Basic. Students scoring in the Advanced category demonstrate an in-depth understanding of all concepts and can apply that knowledge in complex ways. Students scoring in the Proficient category understand many key concepts and apply their knowledge. Students scoring in the basic category are beginning to use their knowledge of simple concepts to solve basic problems. Those students in the Below Basic category are substantially behind in terms of meeting the Missouri Show-Me Standards. It is desirable to have students in the top two levels, which are the Proficient and Advanced categories. The goal is two fold; first, to increase the number of students scoring in the upper two levels (Advanced and Proficient), and to decrease the number of students in the lower two levels (Basic and Below Basic). MAP results include a national percentile rank, derived from the multiple choice portion of the assessment, which helps districts, teachers, and parents determine how well their students are achieving in relation to students across the nation.

In 2005-06, the Missouri Department of Elementary and Secondary Education changed the way test results were reported and modified achievement levels from five to four levels. The Nearing Proficiency level was incorporated into the Proficient and Basic levels. In the past, the state of Missouri mandated that in the elementary grades, only 3rd graders be tested in the area of communication arts, and 4th graders be tested in the area of math. The 2005-06 school year was the first year that Missouri required all students in grades 3-6 be tested in both communication arts and math. In 2007-08, science was added to the 5th grade MAP testing.

The students at Eugene Field have consistently performed well above state and district scores. Over the past ten years MAP scores in Communication Arts and Math have shown Field students to outperform nearly all elementary schools in Missouri. The MAP scores at Field show a greater percentage of students achieving at the top two levels than most elementary schools in the state. The maintenance of this consistently high achievement poses a unique challenge to the school's curriculum choices and instructional techniques. Over time, Field has met this challenge with little or no fluctuation in the percentage of students scoring at the highest levels. Gains and losses over time show no significant trends. The essence of student achievement results for all measures points to a school with an exceptional record of sustained high performance for all students.

For more information regarding the Missouri Assessment Program, visit http://dese.state.mo.us.

2. **Using Assessment Results:**

Eugene Field's sustained high performance on state assessments in the last five years and beyond can be attributed to in-depth data analysis and the use of formative assessments to guide instruction.

The St. Joseph School District utilizes strand benchmark tests given in science and math on a regularly scheduled basis. Test results are then used by classroom teachers to immediately identify weak areas and plan instructional strategies to reinforce and develop these skills. Teachers also use this information to differentiate instruction and identify students for prescriptive tutoring. Teachers capitalize on anecdotal records, running records, reader's journals, authentic assessments, and student conferences in reading and writing workshops to improve instruction in communication arts.

The principal collects and compiles data from state and local assessments and other important information to create a school portfolio. Data consultations with district administrators add additional insights and analysis. Staff benefits from the consultations through focused discussions and hands-on work with assessment results.

Using the Accelerated Schools inquiry process, staff members and cadre members then analyze each piece of data. With this information, building trends and needs are identified which lead to the development of the school improvement plan. This plan is modified annually based on the analysis of data and the professional needs of the teachers. Strategies are developed by cadres to address areas of need for the entire school and professional development money is focused toward this plan.

Each grade level internally analyzes their data and makes needed adjustments in instructional practices. This in-depth personal look at instructional practices is taken one step further and applied to the needs of individual students by grade level teams during job embedded professional development. Eugene Field has discovered the benefits of asking hard questions as they search for answers that meet the ever-changing needs of students.

3. **Communicating Assessment Results:**

Eugene Field teachers prepare themselves during staff study sessions and their own careful examination of the test results to communicate student performance to members of the school community. Teachers explain test results to individual students, and conference with them about their performance. Parents are informed of their child's test results at parent/teacher meetings and have the opportunity to discuss areas of concern with teachers after individual test results and information regarding the tests are sent home for them to study. Teachers and the principal are available throughout the school day to discuss student performance with parents, and evening PTA meetings provide opportunities to visit with families and answer questions.

The community is informed of excellent student performance through a variety of media. The local newspaper, school newsletters, and the local television station provide up-to-date information regarding achievement news. Eugene Field's success with students often finds its way into local media stories. The school website provides assessment information as well as the district website which contains results from all the schools. A Profile of the Schools report is available on the school district website.

School celebrations are important to the Eugene Field learning community, and all members are invited to join the academic assemblies and special events to reward students, parents, and staff members for their hard work in the journey to excellence. The school sign proudly boasts "Blue Ribbon and Gold Star School" every day to passersby. Large entrance rugs , purchased by the PTA, alert people that they are entering a Blue Ribbon School. These outward symbols communicate school pride in the excellent student achievement at Eugene Field and serve as a communication tool to the community.

4. **Sharing Success:**

Every child in the United States deserves the best possible instruction that education can offer. Eugene Field Accelerated School welcomes the chance to do its part to help others reach this goal. Collegial walkthroughs routinely provide opportunities for educators from other schools to visit and to learn about our successful teaching strategies. Students and teachers alike have enjoyed opening their classrooms to visitors. The entire Field community is proud of their reputation for high achievement and welcomes the prospect of future visits.

Data analysis is an important key to student achievement. Eugene Field staff members graciously share all tools for data collection, worksheets for data analysis, procedures for dissemination of information, and knowledge for developing and implementing a school improvement plan. Handouts are made available for those who request additional information.

The principal and numerous teachers have presented at conferences and are involved in professional organizations and district committees that create opportunities for networking and sharing information. This staff looks forward to having additional opportunities to share information that will be beneficial to others and would graciously assist others in striving toward excellence in education.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The foundation of Eugene Field's success is based on rigorous curriculum frameworks drawn from the content and process standards of the Missouri Show-Me Standards. This design allows all children to meet high levels of learning. The process of learning is valued and embedded in daily practice that assures all students are able to apply strategic problem-solving approaches. The scope and sequence of each disciplinary area is defined and articulated through the development of a curriculum map that outlines major topics for each disciplinary area, along with the sequence in which they are presented. Teachers throughout the district are held accountable for the strict adherence to this map and the prescribed curriculum. This ensures that students moving in and out of Eugene Field from other schools within the district have an opportunity to learn all grade level expectations.

Curriculum development follows a clearly defined process. It is the responsibility of teachers and curriculum coordinators to develop the district's entire curriculum. Curriculum is reviewed and monitored every five years and adjustments are made annually, if needed, based on assessment data. Training and information is provided for teachers regarding any new changes, and instructional coaches provide assistance for teachers when initiating new curriculum and techniques in the classroom.

The communication arts curriculum features eight components of a balanced literacy program prescribed in the Ohio State Literacy Frameworks. Emphasis is placed on research-based practices in both reading and writing. A workshop approach that includes large group, small group and individual instruction with high teacher-student interaction characterizes the instructional delivery. Balanced literacy connects reading and writing and stresses word study, comprehension, vocabulary development, writing process, writing genres and the traits of good writing.

The mathematics curriculum is based on the state and national standards and encompasses all strands identified by the National Council of Teachers of Mathematics, including measurement, data and probability, geometry, algebraic relationships, number operations, and number sense. It has a strong theme of developing number sense and problem-solving through the process of inquiry and active learning. Teachers use math investigations of real-life problems to promote deep thinking about how numbers work and the system used in mathematical understanding.

The school's inquiry-based science curriculum focuses on the major science strands outlined in the national science standards and Show-Me Curriculum. This curriculum specifically guides teachers and students to use the scientific process of inquiry using hands-on experimentation. The science lab at Eugene Field contains the technology and equipment needed to enhance this science curriculum.

Eugene Field teachers enjoy a social studies curriculum that allows them to link social studies concepts with literature. This curriculum considers history, geography, economics, government, and cultural study. Third grade students study St. Joseph history and enjoy a culminating city field trip in the spring. St. Joseph is a city with a rich legacy, and the social studies curriculum ensures that this heritage will be passed from generation to generation.

Curriculum development is not exclusive to the traditional content areas. The same careful process is used to write curriculum for art, physical education, health, music (vocal and instrumental), and guidance programs. Technology is integrated throughout all curricula. Eugene Field School's goal is to provide its students with rigor through a thinking curriculum, thus providing them with a strong infrastructure upon which life-long learning can be built.

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

Data analysis reveals that students at Eugene Field School exhibit a wide range of abilities in reading. Frequent assessment of individuals coupled with ongoing data analysis reveals the need for a balanced approach. Balanced literacy, the adopted model of the district, is the foundation of reading and writing curriculum at Eugene Field. Intensive professional development continues as Field teachers strive to implement all components at a deeper level of sophistication. Teachers study the works of Fountas and Pinnell, Keene, Zimmerman, Harvey, Goudvis, Miller and others to better understand reader's workshop.

A balanced literacy framework contains eight primary literacy components, including four in reading and four in writing. The four reading components are 1) the read-aloud, 2) shared reading, 3) guided reading, and 4) independent reading. The four writing components are 1) modeled writing, 2) interactive writing, 3) writer's workshop, and 4) independent writing. Listening and speaking are also part of the communication arts curriculum. Both reading and writing are tightly woven into the workshop models of Field classrooms. Students experience the connection between reading and writing with high engagement in authentic classroom activities.

Teachers group students into flexible ability groups and carefully select text on the readers' level for guided reading instruction. During this group time students are specifically taught phonemic awareness, word study, vocabulary, fluency, and comprehension strategies. Independent reading time provides each child the opportunity to apply the strategies that they have learned. The balanced reading program is complex and requires continued study during job embedded professional development time.

A variety of resources and interventions are used for students who are below grade level in reading, including after school tutoring, small skills groups during the school day, summer school opportunities, and a special education program. All students are challenged to become life-long readers and writers.

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

This question is for secondary schools only

3. **Additional Curriculum Area:**

The math curriculum at Eugene Field includes the strands outlined in the Missouri Show-Me Standards and is patterned after the National Council of Teachers of Mathematics standards. Students are expected to acquire a solid mathematical foundation and learn to apply problem-solving approaches to mathematical content through an inquiry approach. Students regularly encounter real-world situations posed by teachers. Working cooperatively, students uncover fundamental mathematical concepts and understandings. Teachers probe student thinking to assure that the deeper meanings surface in this highly interactive mathematical conversation.

Math strands covered in grades kindergarten through sixth grade include number sense, number operations, algebraic relationships, geometry, data and probability, and measurement.

"Tell me and I forget, show me and I remember, involve me and I understand," is an adage that guides teachers to lead students through math investigations with a hands-on inquiry approach. By engaging the students, teachers offer activity-based math that prompts students to explore creatively and to develop and articulate their own problem-solving strategies. This type of instruction teaches students to explore and construct meaning from all mathematical content.

4. **Instructional Methods:**

Teachers are challenged to meet the needs of students with a wide range of abilities and interests. Teachers know that differentiating instruction allows for these diverse needs to be met across the curriculum. A significant strategy in use across the school is guided reading instruction in a reader's workshop. Guided reading groups consist of students matched for their reading skills and needs. Teachers select texts just right for each group and tailor each guided reading lesson to the unique requirements of the group. Grouping of students according to needs and interests differentiates the instruction and permits consistent growth for each child.

Another significant means by which differentiation occurs is the emphasis on independent reading and writing activities in the workshop model. Students read books known to be just right for their independent level and write on topics of their own choosing. These practices, monitored and guided by teachers, make use of student interest and motivation to enhance practice in essential academic skills.

Likewise, in mathematics and science, teachers pull skills groups to address specific needs. Formative assessments such as benchmark tests and in-class evaluations guide teachers in suggesting areas of practice for tutors and parents.

Gifted and talented students exist in every Field classroom. These students require challenge to their thinking. Classes for gifted students taught by specially trained teachers offer opportunities for extending the

curriculum. Clubs and student activities push learning beyond the classroom and allow students to compete in academic arenas with students from other schools.

Prescriptive after-school tutoring permits students access to professional teachers beyond the school day. This differentiation strategy addresses the specific needs of Field's hardest to reach population.

5. **Professional Development:**

Eugene Field shines with pride in the area of professional development. The Field staff believes that the strongest tool for helping students reach their highest potential is to develop the teachers' ability to effectively deliver quality instruction to students. Countless hours have been spent learning research-based, successful practices for improving instructional delivery. It is every teacher's desire to help students be successful that motivates the staff at Eugene Field.

After an annual review of the school's data to determine strengths and weaknesses, a school improvement plan outlines the necessary goals and strategies for school improvement. Included in this plan are specific references to the professional development needed to accomplish the plan. The professional development committee (PDC) then allocates funds to provide needed learning opportunities or materials for teachers.

Professional development opportunities are delivered through outside consultants, an instructional coach, the building principal, or district workshops. Teachers travel to other buildings, either in -district or other districts, to learn more from instructors currently using desired methods. Teachers creatively support their own learning through peer coaching, book studies, and collegial walkthroughs. The instructional coach refines the practices that teachers strive to implement in their classrooms and answers specific questions related to the innovation.

Much of the professional development opportunities at Eugene Field occur during job embedded professional development (JEPD) time. Teachers in grades kindergarten through 3rd grade spend one time per week in a two-hour session learning new practices or improving existing ones. Eugene Field teachers strongly believe that this time increases student achievement by supporting adult learning.

Evaluation of professional development includes measures of implementation and student learning. Results show Field teachers exhibit high levels of implementation of best practices. Student achievement confirms that the professional development efforts are paying off.

6. **School Leadership:**

The leadership structure at Eugene Field mirrors the Accelerated Schools process. Leadership is distributed among the staff through cadres focused on specific areas in the school's improvement plan. Representatives from cadres comprise the Steering Committee. Decisions are shared with the cadres and the school as a whole.

The principal's role is to be a facilitator, cheerleader, and provider of resources for cadre members as they work together toward shared goals. Shared responsibility for decision-making reflects her belief that the strengths and contributions of each staff member and parents are needed in order to carry forward the vision and mission of the school. She ensures that all staff members follow the "F" plan- focus, follow-through and finish. The principal focuses her own daily interactions on serving teachers, parents and students and monitoring the forward progress of the school's improvement plan. The principal has created an environment in which all stakeholders share the responsibility for a common undertaking. The principal attends cadre meetings and serves on the school steering committee. All members of the staff are accountable for working toward the vision.

Parents are legitimate partners with school professionals as architects of their children's educational goals and programs. Their voices are vital and integral to the school, and they work in concert with the principal and school staff to move the school's goals forward. The PTA Executive Committee is a powerful force of parent participation and input for the school.

The leadership philosophy at Field has resulted in the development of procedures that are directly related to the vision and mission of the school. Tutoring programs, parent education, community projects, and the development of student clubs and organizations are just a few of the initiatives that have emerged as the result of shared leadership.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Missouri Assessment Program

Edition/Publication Year: Yearly 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	60	74	90	0	0
% Advanced	15	25	44	0	0
Number of students tested	53	49	41	0	0
Percent of total students tested	100	100	100	0	0
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	42				
% Advanced	0				
Number of students tested	12	8	3		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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:

During the years 2001-2005, the Missouri Department of Elementary and Secondary Education did not require 3rd grade students to take the math state assessment. The 2005-06 school year is the first year this assessment was administered to 3rd grade students.

In 2006, the state of Missouri modified the achievement level categories from five to only four categories:

Advanced, Proficient, Basic, and Below Basic. Up until the 2005-06 school year, five achievement levels were used, including Nearing Proficiency. The Nearing Proficiency level was incorporated into the Proficient and Basic levels.

Advanced: Students estimate and justify results of addition/subtraction of numbers; represent a mathematical situation as a number sentence or an expression; identify multiple lines of symmetry; determine change from $5.00 including different combinations of coins; predict events as likely or unlikely.

Proficient: Students identify odd/even numbers; locate landmark numbers; describe change using increase/decrease; perform basic division of 2-digit whole numbers; identify and locate fractional parts; set up/solve simple word problems; recognize 2-D and 3-D shapes; combine 3-D solids; identify 2-D faces of 3-D objects; determine perimeter of polygons; identify appropriate units of measure; add monetary values up to $5.00; use calendars to determine dates; estimate length with fractions.

Subject: Reading Grade: 3 Test: Missouri Assessment Program (MAP)
Edition/Publication Year: Yearly 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	66	80	83	94	73
% Advanced	25	39	37	13	0
Number of students tested	53	49	41	46	48
Percent of total students tested	100	100	100	100	100
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	58				
% Advanced	8				
Number of students tested	12	8	3	4	4
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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:

In 2006, the state of Missouri modified the achievement level categories from five to only four categories: Advanced, Proficient, Basic, and Below Basic. Up until the 2005-06 school year, five achievement levels were used, including Nearing Proficiency. The Nearing Proficiency level was incorporated into the Proficient and Basic levels.

Advanced: Reading- Students identify relevant/supporting information to make predictions and draw conclusions; infer word meaning; infer main idea; make complex comparisons; make complex inferences;

categorize information; identify correct sequence of events.Writing- Students consistently apply rules of Standard English; construct complex sentences; use details effectively; have a clear controlling idea, awareness of audience and purpose, beginning, middle and end.

Proficient: Reading- Students locate/identify supporting details, obvious cause and effect; make inferences; use context clues to determine word meaning; make comparisons; recall detailed sequence of events; identify solutions and fact vs. fiction; recognize figurative language; draw obvious conclusions.Writing- Stuudents generally use rules of Standard English; show awareness of audience, purpose, controlling idea, relevant details, beginning, middle and end.

Subject: Mathematics Grade: 4 Test: Missouri Assessment Program

Edition/Publication Year: Yearly 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	70	73	89	92	84
% Advanced	21	23	57	34	28
Number of students tested	53	44	47	47	43
Percent of total students tested	100	100	100	100	100
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	55				
% Advanced	0				
Number of students tested	11	6	6	5	5
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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:

In 2006, the state of Missouri modified the achievement level categories from five to only four categories: Advanced, Proficient, Basic, and Below Basic. Up until the 2005-06 school year, five achievement levels were used, including Nearing Proficiency. The Nearing Proficiency level was incorporated into the Proficient and Basic levels.

Advanced: Students describe constant rates of change; identify strategies to solve problems, describe numeric and geometric patterns; solve problems using graphs, tables, or number sentences; construct a figure

with one line of symmetry; determine differences in measures; estimate measurement of angles; determine change from $10.00; identify equivalent linear measures within a system; count combinations of items.

Proficient: Students compare parts of a whole as fractions; identify place value up to 6-digit whole numbers; decompose/compose whole numbers; represent multiplication using sets/arrays; divide 3-digit by 1-digit numbers; write a number sentence; describe movement on grid using geometric vocabulary; identify lines of symmetry; use standard/metric units to measure; add/subtract money values to $10.00; determine area on grid; read/interpret data on a line plot; analyze and explain data.

Subject: Reading Grade: 4 Test: Missouri Assessment Program

Edition/Publication Year: Yearly 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	62	73	85	0	0
% Advanced	34	39	51	0	0
Number of students tested	53	44	47	0	0
Percent of total students tested	100	100	100	0	0
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	36				
% Advanced	0				
Number of students tested	11	6	6		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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:

During the years 2001-2005, the Missouri Department of Elementary and Secondary Education did not require 4th grade students to take the communication arts state assessment. The 2005-06 school year is the first year this assessment was administered to 4th grade students.

In 2006, the state of Missouri modified the achievement level categories from five to only four categories: Advanced, Proficient, Basic, and Below Basic. Up until the 2005-06 school year, five achievement levels were used, including Nearing Proficiency. The Nearing Proficiency level was incorporated into the

Proficient and Basic levels.

Advanced: Reading- Students make complex inferences and comparisons; evaluate simple information; infer cause/effect and word meaning; interpret figurative language; identify author's purpose; identify complex problems/solutions; explain complex main ideas. Writing- Students consistently use the rules of Standard English.

Proficient: Reading- Students make simple inferences; recall, identify, and use relevant information; draw conclusions; explain figurative language and main idea; use context clues to select vocabulary; identify character traits, sensory details, and simple cause and effect.Writing- Students show organization and awareness of an intended audience and purpose; use the rules of Standard English; use a writing process to revise, edit, and proofread.

Subject: Mathematics Grade: 5 Test: Missouri Assessment Program

Edition/Publication Year: Yearly 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	75	87	63	0	0
% Advanced	21	58	22	0	0
Number of students tested	48	52	51	0	0
Percent of total students tested	100	100	100	0	0
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	60				
% Advanced	10				
Number of students tested	10	8	4		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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:

During the years 2001-2005, the Missouri Department of Elementary and Secondary Education did not require 5th grade students to take the math state assessment. The 2005-06 school year is the first year this assessment was administered to 5th grade students.

In 2006, the state of Missouri modified the achievement level categories from five to only four categories: Advanced, Proficient, Basic, and Below Basic. Up until the 2005-06 school year, five achievement levels were used, including Nearing Proficiency. The Nearing Proficiency level was incorporated into the

Proficient and Basic levels.

Advanced: Students use addition/subtraction of money in a real-world situation; explain and justify the results of calculations; justify and model the results of calculations involving constant rates; use number sentences to model a mathematical situation; analyze characteristics of and identify 3-D figures, quadrilaterals, and angle measures; use a coordinate grid to describe paths and determine distances between points; convert between standard untis of measurement.

Proficient: Students multiply decimals to the hundredths place; use estimation in computations; divide 3-digit by 2-digit numbers; add fractions with like denominators; solve problems involving rates of change; extend numeric patters; complete number sentences; identify faces of 3-D and similar figures; interpret direction on a coordinate grid; calculate area using a grid; compute elapsed time in hours; analyze data in line graphs and tables; explain the probability of a simple event.

Subject: Reading Grade: 5 Test: Missouri Assessment Program

Edition/Publication Year: Yearly 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	73	77	57	0	0
% Advanced	29	46	20	0	0
Number of students tested	48	52	51	0	0
Percent of total students tested	100	100	100	0	0
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	60				
% Advanced	0				
Number of students tested	10	8	4		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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:

During the years 2001-2005, the Missouri Department of Elementary and Secondary Education did not require 5th grade students to take the communication arts state assessment. The 2005-06 school year is the first year this assessment was administered to 5th grade students.

In 2006, the state of Missouri modified the achievement level categories from five to only four categories: Advanced, Proficient, Basic, and Below Basic. Up until the 2005-06 school year, five achievement levels were used, including Nearing Proficiency. The Nearing Proficiency level was incorporated into the

Proficient and Basic levels.

Advanced: Reading- Students interpret and draw conclusions from complex information; analyze complex characters; infer author's purpose and word meaning; categorize information; make simple evaluations and judgments; determine the appropriateness of a source and the accuracy of information.Writing- Students consistently use the rules of Standard English; use a writing process to organize information.

Proficient: Reading- Students interpret figurative language; infer main idea; identify author's purpose, point of view, the sequence of information, cause/effect, the meaning of vocabulary; summarize; distinguish between fact and opinion; draw conclusions; make inferences and comparisons; support a position. Writing- Students use the rules of Standard English; construct complex sentences; edit for appropriate support, organize information.

Subject: Mathematics Grade: 6 Test: Missouri Assessment Program

Edition/Publication Year: Yearly 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	86	78	77	0	0
% Advanced	43	41	32	0	0
Number of students tested	49	54	47	0	0
Percent of total students tested	100	100	100	0	0
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			36		
% Advanced			18		
Number of students tested	7	6	11		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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:

During the years 2001-2005, the Missouri Department of Elementary and Secondary Education did not require 6th grade students to take the math state assessment. The 2005-06 school year is the first year this assessment was administered to 6th grade students.

In 20006, the state of Missouri modified the achievement level categories from five to only four categories: Advanced, Proficient, Basic, and Below Basic. Up until the 2005-06 school year, five achievement levels were used, including Nearing Proficiency. The Nearing Proficiency level was incorporated into the

Proficient and Basic levels.

Advanced: Students estimate and convert measurements; describe solutions to algebraic equations; recognize similarities between 2-D shapes; use properties of basic figures to draw conclusions about angle size; determine area of triangles; solve elapsed time problems; apply formula for perimeter; estimate area of a figure using a coordinate grid; interpret stem-and-leaf plots; determine appropriate data collection methods and questions; interpret data to solve problems.

Proficient: Students add/subtract positive rational numbers; identify least common multiple and greatest common factor; estimate quotients; determine rate of increase; analyze rates of change; use variables; compare spatial views of 3-D objects; construct polygons; describ transformations; determine area of rectangles; measure angles; convert within a system of measure; interpret and complete a table based on probability; compare/explain data; claculate measures of center.

Subject: Reading Grade: 6 Test: Missouri Assessment Program (MAP)
Edition/Publication Year: Yearly 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	82	69	72	0	0
% Advanced	47	32	26	0	0
Number of students tested	49	54	47	0	0
Percent of total students tested	100	100	100	0	0
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		
% Advanced			10		
Number of students tested	7	6	11		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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:

During the years 2001-2005, the Missouri Department of Elementary and Secondary Education did not require 6th grade students to take the communication arts state assessment. The 2005-06 school year is the first year this assessment was administered to 6th grade students.

In 2006, the state of Missouri modified the achievement level categories from five to only four categories: Advanced, Proficient, Basic, and Below Basic. Up until the 2005-06 school year, five achievement levels were used, including Nearing Proficiency. The Nearing Proficiency level was incorporated into the

Proficient and Basic levels.

Advanced: Reading- Students make complex connections; analyze complex characters; evaluate the accuracy and importance of information; draw conclusions and make inferences from complex information, analyze complex characters; determine cause and effect; paraphrase. Writing- Students demonstrate consistent use of a controlling idea and Standard English.

Proficient: Reading- Students identify author's purpose, supporting details, point of view; describe character traits, plot; identify problems/solutions; support a position with text-based details; draw conclusions; interpret figurative language; make inferences and predictions; locate resources. Writing- Students use the rules of Standard English; construct complex sentences; write for an audience and purpose; organize information.

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