

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Travis Wyatt, Ed.S.

Official School Name: Newton Elem School

School Mailing Address:
101 Maxwell St
Newton, IL 62448-1661

County: Jasper State School Code Number*: 120400010262002

Telephone: (618) 783-8464 Fax: (618) 783-4106

Web site/URL: www.jaspercountyschools.net E-mail: twyatt@roe12.net

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. Ron Alburtus

District Name: Jasper County CUD 1 Tel: (618) 783-8459

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. Fred Huddleston

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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. 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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- | | |
|----------|-----------------------------------|
| 4 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 6 | TOTAL |

2. District Per Pupil Expenditure: 9783

SCHOOL (To be completed by all schools)

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

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

4. 10 Number of years the principal has been in her/his position at this school.

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	6	19	33	52
K			0	7			0
1	30	39	69	8			0
2	33	32	65	9			0
3	22	34	56	10			0
4	35	27	62	11			0
5	26	21	47	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							351

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 _____ % Black or African American
 _____ 0 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 97 % White
 _____ 3 % 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: 14 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	24
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	45
(4)	Total number of students in the school as of October 1.	319
(5)	Total transferred students in row (3) divided by total students in row (4).	0.141
(6)	Amount in row (5) multiplied by 100.	14.107

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

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 49 %

Total number students who qualify: 173

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: 9 %

Total Number of Students Served: 30

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

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>16</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>5</u>
Paraprofessionals	<u>9</u>	<u>1</u>
Support staff	<u>14</u>	<u>3</u>
Total number	<u>47</u>	<u>9</u>

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 22 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	96%	95%
Daily teacher attendance	92%	91%	93%	92%	91%
Teacher turnover rate	13%	7%	7%	7%	7%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher turnover rate above 12% in 2008-09 is due to a Sixth grade section from St. Marie being moved to Newton Elementary which brought along this teacher as well as the expansion of 4th grade from 2 sections to 3 sections due to numbers in this grade in the building.

The teacher attendance rate is below 95% through all years due to the low number of staff members at Newton Elementary. If more than two staff members are absent the number falls below 95% - this is life in a small rural school. Our staff is very good about attending and understand they can "make a bigger difference" for students through their regular attendance.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

PART III - SUMMARY

The staff at Newton Elementary is a 1st - 6th grade attendance center in Newton, IL. Newton Elementary is one of four elementary schools in the Jasper Co. CUSD #1 and is the largest student population elementary school in the district. The Jasper County Community School District #1 is the largest land mass school district in the state of Illinois with 462 square miles with the district owning 55 busses and running over 90 routes. Newton Elementary also houses the district's junior high called Jasper Co. Jr. High. Newton Elementary contains the district primary cross-categorical classrooms and has served as the district's summer school site for several years. Response to Intervention is utilized in all elementary grades with Tier II & III instruction in cooperation with Title I services. Positive Behavior Intervention Systems is used in 6th grade to help student grow and improve their behaviors and academic growth.

Newton Elementary's mission statement reads: "The mission of Newton Elem./JCJH is to encourage academic excellence in a safe, positive, respectful, and nurturing environment. Our goal is to help students become capable and confident learners."

Newton Elementary's vision statement reads: "We envision Newton Elem./JCJH as a place where all the students can experience academic success; practice good attendance; become self-confident and secure; show respect for all people and are respected in return; set and achieve their goals; become responsible decision makers and problem solvers; evidence self-discipline and good manners; and are comfortable in the school environment."

Newton Elementary has an ever growing free/reduced student population over the past several years with figures going over 50% last year. This situation was developing before the recent economic downturns in the state and nation.

Weekly collaboration time was added last year for teachers to meet and discuss items of interest to their students with a great deal of conversation involving RtI.

The biggest strength of Newton Elementary is our theme: "We (You) Can Make a Difference!" All staff including classified are a part of this approach. This is done by building relationships and making connections with students, parents/guardians, providing student mentoring programs, and taking time to be available when students need us. Communication with parents/guardians is accomplished through agenda books, phone calls, school news letter - Blue Note, classroom news letters, emails and home visits. This approach is a constant focus and provides the groundwork for a positive team (together everyone achieves more) - "Working Together - Pursuing Excellence" which is the district's vision statement. This truly is what makes Newton Elementary a special success.

Students receive core curriculum instruction in reading, math, science, and social studies as well as receiving weekly instruction in arts, music, library, and physical education. All of the school's curriculum is aligned with the Illinois Learning Standards.

In conclusion, the students are why we are here. Their growth and achievement as well as the staff's commitment to "making a difference" for all stakeholders is what makes Newton Elementary a worthy school of Blue Ribbon School status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Newton Elementary understands the importance of testing all students. Growth is also very evident in all grades in both math and reading. Reading scores average at or above the adequate year progress standards for all students in all grades with the most of the math scores for all students in all grades averaging above ninety percent, a tremendous accomplishment. This fact is also solidified by the outstanding growth noted in the socio-economic category in both reading and math.

3rd Grade Trends: Math - average 89% in the meets + exceeds for all students over the past 5 years with improvement growth of 14% from 2005 to 2009. The socio-economic group averaged 80% in the meets + exceeds with growth in the exceeds from 8% in 2005 to 26% in 2009. Reading - average 75% in the meets + exceeds for all students over the past 5 year with improvement growth of 16%. The socio-economic growth is inconsistent over the past 4 year but has shown a growth of 23% from 2005 to 2009.

4th Grade Trends: Math - average above 90% in the meets + exceeds for all students over the past 4 years and over 86% in the Socio-economic group in the meets + exceeds category. Dramatic improvement is noted from 2005 (76%) to 2009 (91%). Reading - average around 77% in the meets + exceeds for all students over the past 4 years and over 67% in the Socio-economic group. Dramatic growth is also noted from 2006 (48%) to 2009 (74%).

5th Grade Trends: Math - average 95% in meets + exceeds for all students over the past 5 years and over 92% in meets + exceeds for the socio-economic group. (This is a tremendous accomplishment!) Growth is also noted in the exceeds both exceeds categories. Reading - average 76% in meets + exceeds for all students over the past 5 years with an average of 30% of the students in the exceeds category. The socio-economic group averages 65% in the meets + exceeds over the past 5 years with steady growth in the percentage of students exceeds.

6th Grade Trends: Math - average 94% in meets + exceeds for all students over the past 4 years with around 25% in the exceeds category. The socio-economic group averages around 93% in meets + exceeds over the past 4 years with 100% being attended in 2009. Steady growth is also noted in the exceeds category. Reading - average above 82% in meets + exceeds for all students over the past 4 years with a 20% gain from 2006 to 2009. Growth is also recognized in the exceeds category from 18% in 2006 to 41% in 2009. The socio-economic group averages 68% in the meets + exceeds over the past 4 years with a gain of 38% from 2006 to 2009. Growth is noted in the exceeds category with improvement from 10% in 2006 to 29% in 2009.

The State Board adopted a methodology for calculating starting points in April 2002. By this method, all schools are ranked by their reading and mathematics performance (% meets + exceeds). Counting from the bottom of the list, Illinois identified the school level that accounts for the percentage of all students. Student performance in reading and mathematics(% meets + exceeds) serve as the starting point for the state annual targets.

The state of Illinois required that 70% of students to meet + exceed on state standards in reading and math in 2009 and 77% of students to meet + exceed in 2010. The state of Illinois assessment web-site is: www.isbe.state.il.us

2. Using Assessment Results:

At the start of each year the Jasper Co. CUSD # 1 has "school improvement" days which allows for the staff at Newton Elementary to look over the data from the previous year's ISAT testing. The staff looks at it from IL-12 il12-newton-elementary.doc

the perspective of last year's teachers, this year's teachers and from Title I services, resource services, student behaviors and supports, etc. They also look at the data from grade levels, homerooms, and individual student basis. Through this process knowledge and insight are gained into the reasons for success and short-comings for math and reading in each grade.

Once the strength and weaknesses are identified the staff works to maintain areas of strength while brainstorming ways to improve any/all areas of concern by developing action plans. This process brings forth the goals for school improvement for each year and creates the focus in each grade for reading and math. Curriculum and delivery is closely analyzed and changed when warranted through constant data-based decision making. This process has been very important to the overall academic growth over the past 10 years. The staff and administration really want to continue to grow and improve, each and every moment, period, hour, day, month, and year!

Throughout the year, Newton Elementary meets with the building RtI (Response to Intervention) team to discuss scores (Dibels, AimsWeb, and ThinkLink - which was added this school year). This process ensures our ability to track each student's growth and provide processes, which may include after-school tutoring, to help all students not achieving at the expected levels. As we continue to grow in the processes and gain more interventions further growth in reading and math are anticipated.

3. Communicating Assessment Results:

The results of each year's ISAT results along with the state explanation sheets are sent home with each student usually around the time of first quarter report cards. This ensures that the reports get to the parents. At any time, parents are encouraged to contact the school and discuss any questions they might have about these assessments. This is announced in advance through the school news letters (Blue Note), on the web-site, and during daily announcements. Results from these assessments are also presented to the Jasper County School Board and this information is presented in the local newspaper, the Newton Mentor. Letters are also sent home before the students take the ISAT each year explaining the purpose of the assessments and how they help our school improve as well as showing their child's individual growth. In past years, ISAT results were also discussed at parent/teacher conferences until the date for these valuable meetings with parents was moved before the end of first quarter - four years ago.

Results are presented to all staff at the start of the year during "school improvement" activities which allows lower elementary teachers to realize how influential they are to student success in later grades. This "ownership" is very important for consistent improvement.

The district also has a "Parent Involvement Committee" which discusses procedures utilized to inform parents on testing and other school issues. This committee makes necessary changes when needed. Many avenues of communication have positively changed over the past several years including information being posted on district and school web-sites.

4. Sharing Success:

Any and all successes are shared at Newton Elementary/Jasper Co. Jr. High with the entire staff. All monthly faculty meetings allow opportunities to share and discuss successful strategies/approaches. We call these items "Good Stuff" in our monthly meetings. Collaboration time, once a week, is also utilized to share information from grade to grade and across the curriculum. The collaboration time has become very valuable for our staff. There really is no limit to sharing with colleagues in the building or district.

Newton Elementary is one of four elementary schools in the Jasper County CUSD #1. The administration in the district meet regularly and share all successful approaches. As administrators, we all want to "do our best" for all students in the district and any success in a building is a success for the students, staff, schools and district.

Mr. Albutus, Superintendent, shares information with the area superintendents in the Wabash Valley Region and throughout the state. A very good working relationship with the Regional Office of Education # 12 is utilized in sharing and gathering successful methods for our school. Mr. Wyatt, Principal at Newton Elementary is also the President-Elect of the Illinois Principals Association and speaks of successes with area principals and administrators throughout the state.

Schools have visited our school in the past to look at programs (such as PBIS, Shurley English, Saxon Math, and Four-Block) in our building. All schools are welcome to hear, discuss, and copy any processes leading to success at Newton Elementary as we are interested in what they do to be successful. The Newton Elementary staff believe we are all in this together, because it truly does "take a village to raise a child."

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The curriculum at Newton Elementary is aligned with the Illinois Learning Standards. The district "textbook selection" committee meets several times before selecting books for the core subjects of reading, math, science, and social studies which match the desired curriculum. This process is more about matching the textbooks to the district expectations. The state standards are the basis for any selection thus ensuring material covers what is expected for students in each grade in each subject tested. The staff utilizes these "frameworks" weekly in their lesson plans which helps "map" areas that are covered and not covered as well as the frequency each is presented. This has been very helpful in understanding areas of weakness and relating reasons for such results. Growth is expected from all students in all grades by all staff. Students understand these high expectations are to help them not only in their present grade but in future grades of their education and later in their lives.

All students have fine arts exposure at least two times a week. Elementary students receive music class instruction as well as art instruction by highly qualified staff. 5th and 6th grade students can also select to participate in band which meets three times a week after the first of the year, they learn the basis of their instruments and how to perform as a group. Newton Elementary is well respected in the music community with students performing in both vocal and instrumental concerts/programs throughout the year as well as Illinois Elementary School Association contests. It is our feeling that the fine arts program helps students grow, learn, and show abilities beyond the regular classroom. Also, all elementary students have library twice a week with our certified librarian. Through this time they receive increase reading exposure to the library books, library lessons and continued reinforcement of reading strategies.

Reading instruction include a variety of reading strategies, from comprehension to vocabulary. Michael Haggarty's phonemic program is also a huge part of developing reading skills in the lower elementary grades as well as Tier II intervention times. This year, a new program called the "Anna Plan" was put into place in 1st grade and is already showing excellent results through the AimsWeb data. This program may be added to 2nd grade next year. Math instruction comes mainly from the Saxon Math series which is very systematic and repetitive in building and strengthening skills, as well as weekly "Morning Math" lessons for each grade provided by the principal which works on word problem solving skills. Great gains are recognized in the state data in the area of math in all grades. Social studies instruction explore past events to create discussion. Science instruction explores the facets of earth, life, and physical science through discussion and hands-on activities. Reading and math are emphasized in social studies and science to maintain their academic focus.

Instruction is delivered by differentiating approaches across all core subjects. It is believed that the teacher remains the most influential person in any student's learning process in the classroom perhaps even beyond the curricula. This being said the fact still remains that making the information presentations in multiple approaches such as visual, auditory, small group, large group, whole-part-whole, and hands-on are very important. These processes are utilized by all staff in all subjects in all grades. This area is a huge credit to the staff and their desire to see all students grow.

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

(This question is for elementary schools only)

The reading curriculum is not focused in reading class alone. Reading is an emphasis in all subjects including math, social studies, science, music, and library. The goal is for reading instruction to be seamless across the curriculum.

Reading classes begin by focusing on the development of letter-sounds, letter-naming, phonemic sounds, and nonsense words through Michael Haggarty, Anna Plan (Tier II intervention) and the textbook in 1st grade. This develops beyond to reading fluency and reading comprehension which is tracked by the curriculum's unit tests as well as the AimsWeb scores. Benchmark scores are taken three times a year and discussed with the RtI team five times a year. Students that are not progressing at a positive rate and/or are behind the expected levels are "progress monitored" by the teacher (bi-weekly) and Title I staff (weekly) to further provide needed data. Interventions are discussed during the RtI team meetings to ensure student growth in reading processes.

The reading instruction continues to be focused on balance. Beyond the beginning skills of fluency being developed, the reading strategies of vocabulary development and reading comprehension are utilized with the printed text in all subjects as the students progress through the grades.

Reading is of the highest importance in all grade levels across all curriculum at Newton Elementary.

3. Additional Curriculum Area:

All subject areas "make a difference" and provide the well-rounded approach for students. Math is very important to every student and must be presented in a systematic approach so concepts can be learned and built upon in and from each grade. Teachers are very committed to the requirements of the Saxon Math series and its teaching processes. Social studies and science help present history and the world to students through past events as well as hands-on opportunities. Technology is the way of the future and should be utilized to expose students to content as well as used as a vehicle for further growth potential. They all are a part of the mission "academic excellence" at Newton Elementary.

Reading and math development are the focus at Newton Elementary yet it is understood that all curricula are important. All subjects work together and help students problem-solve, critical-think, draw conclusions from instruction, working cooperatively with peers and staff and form a well-rounded person.

4. Instructional Methods:

Teachers at Newton Elementary understand the importance of daily planning for student growth and utilize the frameworks in their lesson plans. This process brings both together to assure standards are addressed while progressing through the curriculum. Reading and math are always areas of emphasis.

Lessons are taught across different learning styles through differentiated instruction. It is understood and expected that students learn by different means. Some learn by hearing and discussion, some by visual and hands-on activities, and even others by a combination of both of these approaches. The staff at Newton Elementary are committed to using all resources and approaches to build student skill development. Lessons are presented to large group, broken into small group or cooperative learning experiences, even smaller groups for reinforcement or intervention, and even one-on-one if that is what is needed for a student to gain a skill. Newton Elementary has also been able to offer an after-school program in past years and this year. This helps students get extra help from staff as well as strengthen the student's self-esteem. This is just another example of how building relationships makes a difference.

Technology is incorporated into the classrooms with all rooms having televisions, dvd players, cable connections, and computers. New to the classrooms this year are the video-projectors and some document cameras that will replace the older over-head projectors as well as a set of electronic responders. The staff utilizes these technologies across the curriculum. Reading software is also used in the classrooms and in Title I services to encourage students to read and provide intrinsic motivation for students. Technology is every changing as is our pursuit of its use for academic gain.

It is the belief at Newton Elementary that the teacher remains the most influential person in the classroom for learning. Differentiated instruction, lesson addressing multiple learning styles, and building positive relationships are just a few of the daily approaches that are positively affecting student learning.

5. Professional Development:

Professional development is truly a key component to meeting the growing needs of students in an every changing global society. This being said the focus of any development must be the students. Professional development is the means for growth and achieving even higher gains in academic achievement.

All staff have opportunities for professional development through federal grants and district funds. Reading is the ultimate focus and math is a very close second on the list. In these two areas of focus the teachers can also relate to the other subject areas.

Differentiated instruction continues to be a focus with further training during upcoming inservice days in the district. This continued process is important for reassurance and developing a broadening array of methods to further reach students.

Workshops and seminars are just processes if they are not brought back to Newton Elementary to be applied and shared with other staff at faculty meetings and during collaboration time. This "life-long learner" approach is not only evident at Newton Elementary but also expected by the staff. We are all in this together to help students reach their potential and beyond.

6. School Leadership:

Academic achievement is the number one goal of all administrators starting with the Superintendent, Mr. Ron Alburtus and the Jasper Co. CUSD #1 Board of Education.

The Principal at Newton Elementary, Travis Wyatt, is very intentional in the programs and processes utilized to instruct students. He, along with Assistant Principal, Kathy Johnson, spend time in classrooms observing staff instructional delivery. Suggestions are often made for external resources, professional development, internet resources as well as team building approaches to ensure that everyone realizes that "we (you) can make a difference." It is highly recommended to reteach concepts when students are showing signs of concern. This approach has proven to be very positive with solid building-block principles. New approaches are always encouraged. The thought is that we must be willing to risk some areas of past mediocracy for the possibility of greater academic gains while not getting caught up with the possibility of failure. This approach will be the driving influences at Newton Elementary for years to come. Teachers have input and freedom in decisions. They are all "educational leaders" in the school process.

Academic achievement is discussed in faculty meetings, administration meetings, weekly collaboration time, teacher preparation times, and even in the hallways. ISAT scores and local assessments such as Dibels, AimsWeb, and Thinklink are shared with staff as soon as they are available. The scores are discussed and decisions/approaches are made with guidance from the administration. This process leads to group and individual plans to address student needs in reading and math but also across all subjects.

Mr. Wyatt, holds a specialist in education degree and is committed to being connected to academic achievement and all other processes of being a quality building leader, this is why he is deeply committed to the Illinois Principals Association. Through IPA's valuable resources and networking, the latest developments in education are always available to Newton Elementary/Jasper Co. Jr. High as well as Jasper Co. CUSD #1.

Mr. Wyatt and Mrs. Johnson are completely committed to providing the best learning experience for all students at Newton Elementary.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISAT (Illinois Stands Achievement Test)

Edition/Publication Year: 1999-2009

Publisher: Pearson/ISBE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
meets + exceeds	93	88	95	89	71
exceeds	34	38	55	32	15
Number of students tested	61	49	40	53	55
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
meets + exceeds	87	84	90	88	52
exceeds	26	32	57	23	8
Number of students tested	24	25	21	26	25
2. African American Students					
meets + exceeds					
exceeds					
Number of students tested					
3. Hispanic or Latino Students					
meets + exceeds					
exceeds					
Number of students tested					
4. Special Education Students					
meets + exceeds					58
exceeds					8
Number of students tested					12
5. Limited English Proficient Students					
meets + exceeds					
exceeds					
Number of students tested					
6. Largest Other Subgroup					
meets + exceeds					
exceeds					
Number of students tested					

Notes:

Subgroups other than #1 & 4 did not have enough students to meet subgroup requirements. Largest other subgroup is white.

Subject: Reading

Grade: 3 Test: ISAT (Illinois Standards Achievement Test)

Edition/Publication Year: 1999-2009

Publisher: Pearson/ISBE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
meets + exceeds	83	75	78	70	62
exceeds	32	15	35	21	15
Number of students tested	61	49	40	53	55
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
meets + exceeds	67	64	76	65	44
exceeds	17	8	33	15	12
Number of students tested	24	25	21	26	25
2. African American Students					
meets + exceeds					
exceeds					
Number of students tested					
3. Hispanic or Latino Students					
meets + exceeds					
exceeds					
Number of students tested					
4. Special Education Students					
meets + exceeds					50
exceeds					17
Number of students tested					12
5. Limited English Proficient Students					
meets + exceeds					
exceeds					
Number of students tested					
6. Largest Other Subgroup					
meets + exceeds					
exceeds					
Number of students tested					

Notes:

Subgroups other than #1 & 4 did not have enough students to meet subgroup requirements. Largest other subgroup is white.

Subject: Mathematics

Grade: 4 Test: ISAT (Illinois Standards Achievement Test)

Edition/Publication Year: 1999-2009

Publisher: Pearson/ISBE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
meets + exceeds	90	90	95	86	0
exceeds	23	32	33	21	0
Number of students tested	49	41	59	57	0
Percent of total students tested	98	100	98	100	0
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	2	0	2	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
meets + exceeds	88	91	91	76	
exceeds	17	32	26	8	
Number of students tested	24	22	23	25	
2. African American Students					
meets + exceeds					
exceeds					
Number of students tested					
3. Hispanic or Latino Students					
meets + exceeds					
exceeds					
Number of students tested					
4. Special Education Students					
meets + exceeds					
exceeds					
Number of students tested					
5. Limited English Proficient Students					
meets + exceeds					
exceeds					
Number of students tested					
6. Largest Other Subgroup					
meets + exceeds					
exceeds					
Number of students tested					

Notes:

4th grade was only tested in Science in 2005. Subgroups other than #1 did not have enough students to meet subgroup requirements. Largest other subgroup is white.

Subject: Reading

Grade: 4 Test: ISAT (Illinois Standards Achievement Test)

Edition/Publication Year: 1999-2009

Publisher: Pearson/ISBE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
meets + exceeds	73	83	84	70	0
exceeds	23	37	19	32	0
Number of students tested	49	41	59	57	0
Percent of total students tested	98	100	98	100	0
Number of students alternatively assessed	1	0	1	0	0
Percent of students alternatively assessed	2	0	2	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
meets + exceeds	71	77	74	48	
exceeds	13	36	22	16	
Number of students tested	25	22	23	25	
2. African American Students					
meets + exceeds					
exceeds					
Number of students tested					
3. Hispanic or Latino Students					
meets + exceeds					
exceeds					
Number of students tested					
4. Special Education Students					
meets + exceeds					
exceeds					
Number of students tested					
5. Limited English Proficient Students					
meets + exceeds					
exceeds					
Number of students tested					
6. Largest Other Subgroup					
meets + exceeds					
exceeds					
Number of students tested					

Notes:

4th grade was only tested in Science in 2005. Subgroups other than #1 did not have enough students to meet subgroup requirements. Largest other subgroup is white.

Subject: Mathematics

Grade: 5 Test: ISAT (Illinois Standards Achievement Test)

Edition/Publication Year: 1999-2009

Publisher: Pearson/ISBE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
meets + exceeds	98	96	95	91	93
exceeds	20	28	17	19	18
Number of students tested	44	54	60	53	47
Percent of total students tested	100	98	100	100	94
Number of students alternatively assessed	0	1	0	0	3
Percent of students alternatively assessed	0	2	0	0	6
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
meets + exceeds	95	95	90	88	94
exceeds	25	14	14	12	0
Number of students tested	20	21	29	25	18
2. African American Students					
meets + exceeds					
exceeds					
Number of students tested					
3. Hispanic or Latino Students					
meets + exceeds					
exceeds					
Number of students tested					
4. Special Education Students					
meets + exceeds					
exceeds					
Number of students tested					
5. Limited English Proficient Students					
meets + exceeds					
exceeds					
Number of students tested					
6. Largest Other Subgroup					
meets + exceeds					
exceeds					
Number of students tested					

Notes:

Subgroups other than #1 did not have enough students to meet subgroup requirements. Largest other subgroup is white.

Subject: Reading

Grade: 5 Test: ISAT (Illinois Standards Achievement Test)

Edition/Publication Year: 1999-2009

Publisher: Pearson/ISBE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
meets + exceeds	82	87	73	62	77
exceeds	32	28	30	28	25
Number of students tested	44	54	60	53	47
Percent of total students tested	100	98	100	100	94
Number of students alternatively assessed	0	1	0	0	3
Percent of students alternatively assessed	0	2	0	0	6
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
meets + exceeds	70	81	55	60	61
exceeds	35	14	21	24	11
Number of students tested	20	21	29	25	18
2. African American Students					
meets + exceeds					
exceeds					
Number of students tested					
3. Hispanic or Latino Students					
meets + exceeds					
exceeds					
Number of students tested					
4. Special Education Students					
meets + exceeds					
exceeds					
Number of students tested					
5. Limited English Proficient Students					
meets + exceeds					
exceeds					
Number of students tested					
6. Largest Other Subgroup					
meets + exceeds					
exceeds					
Number of students tested					

Notes:

Subgroups other than #1 did not have enough students to meet subgroup requirements. Largest other subgroup is multi-racial.

Subject: Mathematics

Grade: 6 Test: ISAT (Illinois Standards Achievement Test)

Edition/Publication Year: 1999-2009

Publisher: Pearson/ISBE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Apr
SCHOOL SCORES					
meets + exceeds	98	95	93	88	0
exceeds	32	16	32	31	0
Number of students tested	52	58	57	51	0
Percent of total students tested	98	100	100	96	0
Number of students alternatively assessed	1	0	0	2	0
Percent of students alternatively assessed	2	0	0	4	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
meets + exceeds	100	91	92	90	
exceeds	25	14	27	5	
Number of students tested	21	22	26	20	
2. African American Students					
meets + exceeds					
exceeds					
Number of students tested					
3. Hispanic or Latino Students					
meets + exceeds					
exceeds					
Number of students tested					
4. Special Education Students					
meets + exceeds				55	
exceeds				0	
Number of students tested				11	
5. Limited English Proficient Students					
meets + exceeds					
exceeds					
Number of students tested					
6. Largest Other Subgroup					
meets + exceeds					
exceeds					
Number of students tested					

Notes:

6th grade was not tested in any subjects on the ISAT in 2005. Subgroups other than #1 & 4 did not have enough students to meet subgroup requirements. Largest other subgroup is white.

Subject: Reading

Grade: 6 Test: ISAT (Illinois Standards Achievement Test)

Edition/Publication Year: 1999-2009

Publisher: Pearson/ISBE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
meets + exceeds	94	86	75	73	0
exceeds	41	28	28	18	0
Number of students tested	52	58	57	51	0
Percent of total students tested	98	100	100	96	0
Number of students alternatively assessed	1	0	0	2	0
Percent of students alternatively assessed	2	0	0	4	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
meets + exceeds	91	68	58	55	
exceeds	29	23	15	10	
Number of students tested	21	22	26	20	
2. African American Students					
meets + exceeds					
exceeds					
Number of students tested					
3. Hispanic or Latino Students					
meets + exceeds					
exceeds					
Number of students tested					
4. Special Education Students					
meets + exceeds				27	
exceeds				0	
Number of students tested				11	
5. Limited English Proficient Students					
meets + exceeds					
exceeds					
Number of students tested					
6. Largest Other Subgroup					
meets + exceeds					
exceeds					
Number of students tested					

Notes:

6th grade was not tested in any subjects on the ISAT in 2005. Subgroups other than #1 & 4 did not have enough students to meet subgroup requirements. Largest other subgroup is white/acial.