

PART I - ELIGIBILITY CERTIFICATION

12NV2

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 217 Elementary schools (includes K-8)
 (per district designation): 59 Middle/Junior high schools
49 High schools
32 K-12 schools
357 Total schools in district
2. District per-pupil expenditure: 7757

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 11
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	10	7	17		6	0	0	0
K	47	46	93		7	0	0	0
1	67	55	122		8	0	0	0
2	75	77	152		9	0	0	0
3	62	50	112		10	0	0	0
4	63	81	144		11	0	0	0
5	76	79	155		12	0	0	0
Total in Applying School:								795

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
8 % Asian
3 % Black or African American
16 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
66 % White
6 % 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 2010-2011 school year: 11%

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, 2010 until the end of the school year.	43
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	47
(3)	Total of all transferred students [sum of rows (1) and (2)].	90
(4)	Total number of students in the school as of October 1, 2010	845
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

8. Percent of English Language Learners in the school: 3%

Total number of ELL students in the school: 23

Number of non-English languages represented: 2

Specify non-English languages:

Spanish and Japanese

9. Percent of students eligible for free/reduced-priced meals: 14%

Total number of students who qualify: 109

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

Total number of students served: 78

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>10</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>22</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>1</u> Multiple Disabilities	<u>24</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>34</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>15</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>0</u>
Total number	<u>70</u>	<u>0</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: 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	97%	96%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

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Over the past 12 years, John C. Vanderburg Elementary School has exceeded expectations in all areas! We have earned the reputation as a high achieving school and numerous websites list us as the number one school in the Clark County School District.

John C. Vanderburg Elementary School is a suburban school in Henderson, Nevada. It is one of 217 elementary schools in the Clark County School District. It was opened in 1997 and was named after John C. Vanderburg, a man long devoted to excellence in public education. Approximately 840 students attend our school. Vanderburg is synonymous with excellence. Families out of our neighborhood often request zone variances to attend our school; and realtors promote sales based on a home's location in our school zone.

At Vanderburg Elementary School, our vision is to ensure that all students will experience success on a daily basis to develop self-confidence and an enjoyment for learning. Students are taught to 'Be Kind and Work Hard'! Living our belief that all children can succeed is the key to realizing our mission. Collaboration between our school and community is crucial to our continued successes. We consistently strive to meet the needs and challenges of our student population.

Vanderburg is comprised of more than a school building, staff, and students. A true culture of learning exists between our students, parents, and neighborhood. At Vanderburg, learning is achieved through the bridge from home to school and back home again. Patterns of successful learning are ingrained into our students, and these patterns continue to manifest after the students matriculate into the upper grades. Seventy-eight percent of our graduating 5th graders go on to accelerated classes in middle school. The high school that Vanderburg feeds into boasts an 88.9% graduation rate—much higher than Nevada state average that was 51.3% in 2007-08.

A key to Vanderburg's continued excellence is our symbiotic relationship with our families and community. Since our school's opening, Vanderburg has provided opportunities for parents to be involved in their children's education. The benefit the staff receives from Vanderburg's parents is overwhelming. The parents support Vanderburg in every way, i.e. parents volunteering in the classroom (typically 70%), fundraising, providing school supplies during budget cuts, and reinforcing the learning principles we implement at school.

In order to meet the needs of our special population of high-achieving students, Vanderburg has strived to create enriched academic opportunities. In every area of the school building, beginning in individual classrooms and spreading throughout, higher-order thinking and learning is evident. For example, we remediate instruction for struggling students without sacrificing the needs of the other students. We continually strive to meet the needs of our academically advanced students.

The largest example of our challenging curriculum is our Rainforest Biosphere. The Biosphere is one of a kind and serves as a hands-on laboratory supporting higher level thinking skills. This "experience classroom" not only benefits and challenges Vanderburg's students, but schools throughout the state. Since 2002, over 15,000 students have visited the Biosphere.

Built as a partnership between the community and CCSD, the Biosphere is an enclosed 3,200 square foot hands-on science experience. The Biosphere contains live animals, cultural artifacts, a science laboratory, and amphitheater. The Biosphere hosts field trips for students from the school district in grades K-5. Student docents who have been selected because of their academic and leadership potential lead field

trips. The result of having the Biosphere on our campus is an enhanced reputation as a fine academic institution setting us apart from the other 217 elementary schools in Clark County School District.

The staff of Vanderburg has taken their commitment to hands-on learning to a higher level by taking 5th grade students out of state for two yearly science themed field trips. For 6 years, the entire 5th grade class has attended the Science Institute at SeaWorld for a 2-day trip, and in 2011, the 5th graders traveled to the San Bernardino Mountains for a 3-day field trip at Pali Institute.

The staff at Vanderburg is committed to strong academics. Since No Child Left Behind's inception, Vanderburg has always exceeded AYP target goals. In addition, Vanderburg has received numerous academic accolades: High Achieving School; Five Star Rating; Jr. Varsity Quiz Champion; Congressional Achievement Award; and Math Olympiad Award.

The indicators of Vanderburg's unique culture of learning are too numerous to list, but some important ones are: mandatory standard student attire (SSA), Parent Teacher Association); parent volunteers; before and after school enrichment programs; 100% participation in parent-teacher conferences; Josh Stevens Foundation; Danny Gans/Donny Osmond Run for the Rainforest; Jeans for Genes; summer communication with parents and students; Science Fair; and Student Council.

John C. Vanderburg Elementary School is worthy of Blue Ribbon status due to consistent exemplary high performance among all subgroups, strong community involvement, dedicated staff, and focused leadership.

1. Assessment Results:

Each spring, all third, fourth, and fifth grade students participate in the Nevada Criterion Reference Test (CRT) in reading, math and science (fifth grade only). The fifth grade students also participate in the Nevada Writing Proficiency Examination. The performance descriptors for both the CRT and the Writing Proficiency Exam are: Emergent/Developing, Approaching, Meeting and Exceeding Standards. Students who score in the Meets or Exceeds Standard category are deemed proficient according to the Nevada State Standards. For more information go to <http://www.doe.nv.gov/>

John C. Vanderburg Elementary School has met all AYP targets for the past 9 years. Based upon CRT data, Vanderburg has demonstrated consistent academic growth in both english-language arts and mathematics over the past five years. In 2011, 91.44% of students performed at the proficient level in ELA as compared to 86.38% in 2009; and in mathematics the percent of students at proficiency increased to 92.51% from 87.88% over the same period. This increase has been demonstrated school-wide in both subject areas for all subgroups.

From 2006-2011, third grade students increased their overall student achievement in mathematics from 86%-94% (+8%). Hispanic student achievement increased from 86%-95% (+9%). 95% of the third grade FRL student subgroup met or exceeded standards in mathematics, an increase of 12%. The ELL subgroup increased mathematic proficiency from 88%-100% (+12%). The White subgroup increased proficiency from 88%-94% (+6%). In ELA, third grade students increased in proficiency from 91%-94% (+3%). Hispanic students' scores increased from 84%-94% (+10), and the IEP subgroup significantly improved from 68%-88% (+20%). 89% of third grade FRL students met or exceeded standards in ELA.

During the 2006-2011 school years, the fourth grade Hispanic subgroup gained 8% in mathematics from 82%-90%. The ELL subgroup increased proficiency from 88%-100% (+12%). The FRL subgroup scores increased significantly in mathematics from 66%-95% (+29%). The White subgroup increased proficiency by 6%, from 88%-94%. In ELA, overall scores increased from 91%-94% (+3%). Hispanic students scores increased significantly from 73%-95% (+22%). The African American subgroup increased from 57%-60% (+3%) and the White subgroup increased from 93%-94% (+1). The IEP subgroup scores increased significantly from 34% to 73% (+39%) in ELA.

From 2006-2011 fifth grade students increased their overall achievement in mathematics from 84%-90% (+6%). The Hispanic subgroup increased in mathematics from 77%-89% (+12%). The FRL student subgroup increased from 83%-91% (+8%) in mathematics. The White subgroup increased from 86%-88% (+2%) in mathematics. In ELA, overall scores increased from 76%-89% (+13%). Hispanic students scores increased in ELA from 73%-95% (+22%). The FRL student subgroup increased from 75%-86% (+11%). African American students significantly increased scores from 66%-83% (+17%) and the IEP subgroup increased proficiency by 37%.

On the Nevada Writing Proficiency Test, 79.7% of the fifth graders met or exceeded standards. 76.2% of the FRL population met or exceeded standards in writing.

Over the past five years, the IEP subgroup data revealed that the fourth grade students have decreased in math proficiency by 30% from 66%-36%. The third grade African American subgroup has decreased in math proficiency by 49% from 100%-51%. The factors that contributed towards this are; a change of a math program and the fact that students in our Severely Learning Disabled classroom are not taking the alternate assessment.

In reviewing Vanderburg data over the last five years, students in all grades tested have made steady gains in ELA and mathematics. Significantly, every grade level shows an increased number of students scoring at the most proficient (meets and exceeds) level with less than a 10% achievement gap between subgroups. Our excellence can be attributed to effective teaching and teamwork which results in a positive learning environment and student success!

2. Using Assessment Results:

Assessment results drive instruction at John C. Vanderburg Elementary School. During our initial staff meeting of the year, school data from the Nevada State Criterion Reference Test (CRT) is analyzed and a school improvement plan (SIP) is written to address the needs of our students.

During the first two weeks of school, grades K and 1 complete grade level screenings using a variety of assessment tools such as; DRA, Scott-McCleary, Slosson. The CORE Phonics screening is then given to students with academic concerns.

Vanderburg ES follows the Response to Intervention model (RTI). A K-5 screening using the AIMSweb Benchmark program is administered in the fall, winter and spring. This data is analyzed by the teachers and the Literacy Specialist and used to identify students who are performing below the 25th percentile and above the 90th percentile. The AIMSweb program assesses Oral Reading Fluency, Reading Comprehension, Math Computation, and Math application to determine students' academic ability in fluency, reading comprehension, and mathematics as compared to the nation. Specifically, students at Tier 1 are progress monitored every other week and receive interventions 5 days per week for 15 minutes in the classroom. Students at Tier 2 receive interventions with direct explicit instruction by the classroom teacher or literacy specialist for 30 minutes daily. This is in addition to our school-wide reading block and small leveled reading groups. Tier 2 students are progress monitored every week. Students in Tier 3 are provided direct explicit instruction by the Literacy Specialist 5 times per week for 30 minutes at a 1:3 ratio.

AIMSweb probes are also used as the academic measurement tool for the RTI process that Vanderburg ES follows to determine student achievement after instructional interventions are provided. Grade levels meet once every six weeks to collaborate with the Literacy Specialist and grade level colleagues to monitor student progress and plan target interventions for non-proficient students.

John C. Vanderburg ES houses a Math and Literacy Center with a lending library for parents to borrow instructional materials for use at home. The center houses hands-on materials to assist teachers and classroom assistants with using small groups, centers, and differentiated instruction.

Assessment data is also used to group students in before and after school tutoring programs such as Moby Math (a mathematics remediation program), REWARDS (a reading remediation program), and Compass Learning (an interactive computer program which targets reading and math skills which can also be accessed on home computers).

Teachers use formative and summative assessments to drive instruction, form instructional groupings, and differentiate instruction. Professional development based upon assessment results is the focus of faculty meetings, team-level meetings, and collaboration periods. During monthly grade level meetings, teachers share best practices and analyze student work to ensure mastery of grade level standards. Teachers at Vanderburg Elementary School are provided with strategies and methods that are then implemented in their classrooms.

Communication between school and home is essential. Student performance is communicated to parents throughout the school year. School calendars are mailed to all families and contain all assessment dates as well as school-wide expectations. Vanderburg's successes, such as assessment results are shared with

parents at Back-to School Night in September. In December, parents meet with classroom teachers in person to receive their child's report card and results of CCSD testing. Parent-teacher conferences are held regularly throughout the year. Twice a month students receive written progress reports and grades are uploaded to an automated communication system called ParentLink.

3. Sharing Lessons Learned:

With the high level of academic and leadership success demonstrated by our students, the teachers and administrators are often asked to share their expertise with others.

The Science Coordinator and the Gifted and Talented Specialist have taught bi-annual Professional Development Education classes for K-12 teachers on environmental education as part of the Biosphere program. The Science Coordinator served on the school district science book adoption committee. After being selected to attend the K-5 Earth Science Leadership Academy in Houston, Texas, she presented new strategies from this training at the annual conference of the Northern Nevada Council for the Social Studies.

The G.A.T.E. Specialist is an adjunct faculty member at the University of Nevada, Las Vegas. He teaches pre-service elementary education classes in the areas of science, art methods, and multi-cultural education. He has served on the school district's G.A.T.E. advisory council, developed a unit of study titled 'Biomimicry' to be implemented as part of the school district's G.A.T.E. curriculum, and has twice been selected by the Japan/Fulbright Memorial Fund and Master Teacher Program to live and teach in Japan.

The music and art teachers serve important roles in shaping and defining the district's Fine Arts program. The Visual Arts Specialist instructs teachers on using photography technology across the curriculum. The Music Specialist teaches in-services in Dance and Creative Movement and serves a leadership role in the American Orff Schulwerk Association. They both develop and share lessons with teachers across the district.

A fifth grade teacher wrote a column for the local newspaper on "What's New in Education", while another fifth grade teacher is on the staff of National University. Two fourth grade teachers serve on the Math Task Force and the Math Curriculum Alignment Team. Another staff member presents regularly 'On Demand Writing' seminars. The school Counselor and Early Childhood Specialist teach active parenting classes through the Parent Institute.

Vanderburg teachers work regularly with local universities to mentor and share best practices with practicum and student teachers. They open their classrooms for observation students to get their first experience with children in a classroom setting.

An open door policy exists at Vanderburg ES, as educators from other schools and as far away as Japan come to observe our programs first hand. As an autonomous school, we will be expected to share lessons learned with schools having similar demographics, but less academic success. We welcome the challenge.

4. Engaging Families and Communities:

Vanderburg's strong community atmosphere encourages an environment conducive for students' academic success and emotional well-being. There is a myriad of ways teachers engage families in their child's education.

First and foremost, all teachers are required to have a daily schedule of parent volunteers. Parents participate strongly in the academic culture of Vanderburg by providing consistent help to teachers. Assistance can be from running off papers to reading with a student.

In addition, the strength and support of Vanderburg's PTA infuses the school with help on many levels. One of many examples would be the PTA's support of Vanderburg's Standard Student Attire policy by hosting a monthly uniform exchange.

Hosted by the school and PTA, families are invited to attend the annual science fair, writing contests, ORRF music festival, and Academic Night. Vanderburg offers after school enrichment programs in chess, baking, astrology, and rock climbing. During Nevada Reading Week, community guests come to read to the students. Guests have included Terry Fator, an entertainer who performs at the Mirage; Kevin Janison, a local weatherman; and Mrs. Vanderburg, the widow Vanderburg Elementary School's namesake.

Vanderburg's community outreach also benefits the students' emotional well being in many ways. The Josh Stevens Foundation is a genuine example of how community is embedded in Vanderburg. Josh, a former Vanderburg student, was tragically killed. This sad event led to a community, and a nationwide program that recognizes random acts of kindness by students. This "BE KIND" program is promoted throughout the Vanderburg building with T-shirts, recognition, and rewards. Also, a Vanderburg student has shaved his head for four straight years in support of cancer research for the St. Baldrick's event. As a community service program, the Vanderburg community supports "Jeans for Genes" which raises awareness for children with rare genetic disorders.

Vanderburg Student Council is an example of how the sense of community at Vanderburg ES contributes to both academic success and well being of all students. The Student Council runs fundraisers, food drives, book drives, and shoe drives for at-risk schools. For example, the Student Council contributed \$500.00 this year to a Title I Homeless Program and ran a book and coat drive for Martinez Elementary School, an at-risk school in Las Vegas.

A sense of community is ingrained at Vanderburg Elementary and has a strong impact on our success.

1. Curriculum:

Students at Vanderburg ES are held to a high standard of academic achievement. We share a common vision for student achievement which emphasizes our students' ability to think, reason, and problem solve. We strive to improve the quality of instruction beyond teaching the basic skills to prepare our students for continued success. We use the Common Core Standards to plan instruction and all instruction follows the components of an effective lesson. We use our School Performance Framework and the Nevada Growth Model to assess academic growth. In addition, we practice the "Depth of Knowledge" model to help ensure that our students are engaged in higher level learning. Teachers at every grade level collaborate to develop common assessments based on the curriculum. Homework is not an option.

At Vanderburg ES, we strive for science literacy in our students by using Full Option Science System modules. Although, only our 5th grade students take the CRT science exam, we believe that all Vanderburg students must have a strong foundation in life, earth, and physical sciences. Students in grades 2-5 attend science lab classes for 50 minutes a week with an additional 60 minutes of classroom instruction. All students participate in a school-wide science fair, coordinated and judged by teachers serving on our science committee.

Math instruction is allocated for 80 minutes daily. Math instruction is based on the Scott Foresman enVisionMATH series. Math is centered on interactive learning that meets the needs of all abilities using leveled activities and independent practice to differentiate instruction. Teachers use various learning experiences to help students succeed in math such as; direct instruction, guided practice, math manipulatives, math journals, challenge problems, and remediation.

Teachers use a literacy based program that nurtures the love of reading and creates independent readers. Reading centers highlight vocabulary, word analysis, and spelling are used in the primary grades. All grade levels use the Harcourt Trophies reading and language arts series for whole class instruction during block-scheduled reading. Integrated into Trophies are writing, science and social studies so the classroom teacher is able to take a thematic approach to teaching. Teachers differentiate reading instruction by grouping the students into novel groups and/or literacy circles. My Sidewalks on Reading Street, is a reading intervention program used by our special needs and Tier 3 students.

Teachers use Lively Letters, Words Their Way, Write from the Beginning, Thinking Maps, Writers Workshop and the Trophies writing component to direct their writing instruction. Students receive 50 minutes a day of explicit instruction in writing traits and the writing process. Fourth and fifth grade level teachers prepare students for the Nevada Writing Proficiency Exam by administering mock writing exams similar to the state test. This mock exam is scored by district writing specialist so that realistic feedback is provided.

The Fine Arts program supports the core academics by exposing students to a variety of extracurricular and cultural experiences. The school staff includes specialists in art, music, library, and humanities. The students are encouraged to participate in choir, dance, acting and instrumental group performances; Bristlecone Storytelling Festival, Las Vegas Philharmonic Youth concert, Orff Instrument Group Festival, PTA Reflections, Shakespeare-in-the-Schools, and the Vanderburg Art Festival.

Students attend Physical Education classes twice a week. The teacher has developed and facilitated programs that support physical exercise including a jogging program and lunchtime The P.E. teacher facilitates field days that include a full day of P.E. activities which support group participation and team work.

We continue to increase the role technology plays in our curriculum. Moby Math, Compass Learning, and Type to Learn are programs used when students attend computer lab once a week.

2. Reading/English:

Vanderburg's approach to teaching reading is based on the Common Core State Standards and a wide range of research based approaches that help each student achieve continued academic success. The approach to reading instruction at Vanderburg is successful, as evidenced by 2011 english/language arts proficiency of 91.44%.

A balanced literacy approach is used to create life-long learners. A 50-minute daily block is reserved for direct reading instruction across grade levels, and teachers provide an additional 60 minutes of small group differentiated reading instruction every day. The 60 minutes are spent in novel groups, literacy circles, and targeted skills practice.

Students are engaged in appropriate instruction with materials that lead to mastery of the skill or strategy or being taught. Programs utilized are Reading A-Z, Lively Letters, Trophies, Saxon Phonics, Sidewalks, Trophies, Words Their Way, Daily 5, Mechanically Inclined and Write from the Beginning. Teachers also supplement with Weekly Reader, Time for Kids, and technology programs like Compass Learning and various other educational websites such as Starfall and Enchanted Learning to help meet the our students' needs.

Classrooms are filled with extensive libraries, with leveled non-fiction and fiction readers, and literature that is based on currently taught curriculum. The Literacy Laboratory is another wealth of resources available that enables teachers to meet the various needs of each student. It is filled with leveled materials and activities ranging from kindergarten through sixth grade. Skill areas addressed are phonemic awareness, phonics, vocabulary, ELL, leveled readers and fluency.

Vanderburg's school library is unique due to its exceptional depth of resources and computers for student use. The librarian is an experienced storyteller and exceptional artist who brings each lesson he teaches to life. Additionally, parent volunteers listen to struggling readers read aloud. This improves their fluency and comprehension.

The Literacy Specialist is an additional resource for struggling readers. Low performing Tier 2 and Tier 3 students meet daily in ability groups for 30 minutes of reading intervention, in addition to the regular reading block allotment.

After school enrichment programs are in place. One is the REWARD program, where intermediate students can work towards becoming more proficient in improving comprehension and increasing fluency. Another uses the Compass Learning website. Compass Learning remediates reading instruction for those students who exhibit gaps in reading comprehension.

Vanderburg Elementary School's reading environment fosters a love of reading.

3. Mathematics:

At Vanderburg ES, individualizing instruction happens consistently and students are provided many opportunities to comprehend a concept. It all begins with close attention focused on successful implementation of best teaching practices, while taking into consideration the defined component of a lesson. Teachers plan, implement ideas, assess, and then follow up to ensure students' understanding in each subject area.

The use of Compass Learning has been embedded into weekly instruction for students who need additional instruction in areas such as math, reading, and language arts. The program supports Common Core State Standards and designed to provide students with remediation and/or enrichment through technology.

Teachers at Vanderburg ES differentiate instruction to meet the needs of the population. Teachers provide one-on-one instruction while re-teaching concepts using different approaches, manipulative materials, and practices based on research. In addition, they provide small group instruction on a daily basis while providing leveled instruction in reading and math groups.

Success at our school derives also from teachers' dedication to students. Various grade levels have leveled classes and departmentalized in order to provide students instruction at their level. This process is implemented to reach out to high-exceeding students as well as students who need a slower pace, additional time, and/or repeated instruction. By ability grouping, all students are able to reach higher goals, and their level of confidence increases as well.

At Vanderburg ES, students are required to stand to speak and respond in complete sentences. This school-wide expectation creates an atmosphere of respect for learning that is immediately noticeable to visitors to the school. Responding in complete sentences, although simple, supports reading and writing success.

Teachers use music as a way to add to daily instruction. Students use popular melodies infused with instructional lyrics, such as US Presidents, States and Capital Cities, math facts, etc. In addition, teachers use Smart Boards and Elmos to add clarity to lessons. Students are encouraged to use real-life writing skills by reaching out to community members through letter-writing projects.

Special Education students are integrated into both instructional and extra-curricular activities at Vanderburg. The school's instructional methods dictate that students are not singled out due to their abilities.

A day in a student's life at Vanderburg is filled with activities that are applicable to success and growth. Our mission for continued success is that all students can succeed. Vanderburg consistently strives to meet the needs and challenges of our student population.

4. Additional Curriculum Area:

Science is of special emphasis at our school. In November, 2001, Vanderburg Elementary School opened the only school-based Rainforest Biosphere in the world. This thirty-two hundred square foot facility serves as a hands-on learning laboratory for our students as well as thousands of others across the district via field trips. The Biosphere has been the catalyst for three international exchanges with students in Ecuador, Japan (via live classroom cameras) and Costa Rica.

The Biosphere contains collections of Mayan artifacts, insect specimens, faux skull and skeletal replicas and artifacts from indigenous rainforest cultures throughout the world. The Biosphere also houses a host of live animals, including birds, snakes, iguanas, frogs and turtles. The Biosphere is divided into five sections, each with its own curriculum for kindergarten through fifth grade. Field trips are led by fourth and fifth grade docents who conduct all activities and share their knowledge of the environment with visitors of all ages. This leadership program develops self-confidence and public speaking skills within the 65 docents chosen to lead tours.

No district funds were spent on the completion of this \$1.3 million dollar project. All funds, materials and labor were donated by a score of individuals and corporations from throughout the Las Vegas Valley.

The Biosphere hosts an annual RUN FOR THE RAINFOREST, a five kilometer run and an auction of classroom donated gift baskets from which the proceeds support maintenance expenses. Fundraisers are organized by community and parent volunteers.

Outgrowths of the Biosphere program are a gardening club and a recycling program. The goal of the Vanderburg garden project is for the students to learn sustainability in a world of depleting natural resources while maintaining an organic vegetable garden. In addition, the Student Council has instituted a school-wide recycling program. By recycling, our school has annually saved the equivalent of 40 dumpsters of trash from going into our community's landfill. Through these efforts, our students have learned the importance of conservation, preservation and respect for the natural world.

5. Instructional Methods:

At Vanderburg ES, individualizing instruction happens consistently and students are provided many opportunities to comprehend a concept. It all begins with close attention focused on successful implementation of best teaching practices, while taking into consideration the defined component of a lesson. Teachers plan, implement ideas, assess, and then follow up to ensure students' understanding in each subject area.

The use of Compass Learning has been embedded into weekly instruction for students who need additional instruction in areas such as math, reading, and language arts. The program supports Common Core State Standards and is designed to provide students with remediation and/or enrichment through technology.

Teachers at Vanderburg ES differentiate instruction to meet the needs of the population. Teachers provide one-on-one instruction while re-teaching concepts using different approaches, manipulative materials, and practices based on research. In addition, they provide small group instruction on a daily basis while providing leveled instruction in reading and math groups.

Success at our school derives also from teachers' dedication to students. Various grade levels have leveled classes and departmentalized in order to provide students instruction at their level. This process is implemented to reach out to high-exceeding students as well as students who need a slower pace, additional time, and/or repeated instruction. By ability grouping, all students are able to reach higher goals, and their level of confidence increases as well.

At Vanderburg ES, students are required to stand to speak and respond in complete sentences. This school-wide expectation creates an atmosphere of respect for learning that is immediately noticeable to visitors to the school. Responding in complete sentences, although simple, supports reading and writing success.

Teachers use music as a way to add to daily instruction. Students use popular melodies infused with instructional lyrics, such as US Presidents, States and Capital Cities, math facts, etc. In addition, teachers use Smart Boards and Elmos to add clarity to lessons. Students are encouraged to use real-life writing skills by reaching out to community members through letter-writing projects.

Special Education students are integrated into both instructional and extra-curricular activities at Vanderburg. The school's instructional methods dictate that students are not singled out due to their abilities.

A day in a student's life at Vanderburg is filled with activities that are applicable to success and growth. Vanderburg's mission for continued success is that all students can succeed. Vanderburg consistently strives to meet the needs and challenges of our student population.

6. Professional Development:

The Vanderburg staff is committed to attaining and remaining at the top of their profession. We use a trainer of trainer model in the Clark County School District. Groups of identified teachers attend district level trainings and then share their knowledge with colleagues during four full days of staff development without students.

All professional development topics are driven by the needs of our students outlined in our School Improvement Plan. For example, this year we have focused training on the newly adopted Common Core State Standards, School Performance Framework including the growth model, mathematical practices, and using Smart Boards to enhance instruction. In previous years, we focused our training on best practices in writing (Write From the Beginning), Marzano's Dimensions of Learning, using graphic organizers (Thinking Maps), differentiating instruction, Response to Instruction, direct explicit phonics instruction, and teaching informational text to name a few.

In addition to the trainer of trainer model, professional development is ongoing at monthly grade level meetings. Teachers are required to meet a minimum of once each month to analyze test data, identify non-proficient students and plan individual instruction plans, plan whole group instruction, share best practices, develop common assessments, and study their students' learning toward mastery. Administrators will often provide grade levels with topics of discussion that support the goals of the School Improvement Plan. This structured teacher planning time is highly valued by teachers and has the greatest impact on our students' and school's academic success.

At Vanderburg ES, teachers have contributed to the education profession by serving as master teachers to numerous student teachers from universities across the country. They have also served as mentors to first year teachers at our school. The mark of a true professional is the ongoing effort to expand their knowledge of the latest developments in pedagogical research, increase their skills so they can best serve the needs of all students, to share this newly gained knowledge with colleagues, and to use their expertise to mentor future educators.

7. School Leadership:

Administrators, teachers, students, and parents share leadership responsibilities at Vanderburg ES. It has always been the belief of this administration that all stakeholders should be involved in the decision making process. This is truer now more than ever before as we have been designated as a five star autonomous school in the Clark County School District. As an autonomous school, we will have the flexibility to change our budget, curriculums and operations in ways that will make our school even better.

Presently, teachers serve on the Learning Improvement Team with administrators, support staff, students, and parents. This team is our site-based decision making committee; steering the school towards increased academic achievement. This team ensures that all decisions made in regard to budget and curriculum have the greatest impact on student achievement. Teachers serving on this committee are responsible for facilitating monthly grade level meetings where they share the LIT agenda, analyze test data, share best practices, and examine student work for mastery.

The administrators' (principal and assistant principal) primary role is to support teachers so they can focus their attention on providing effective instruction to all students. This support comes in many forms such as clearly communicated expectations for school wide procedures, behaviors, and activities; providing schedules to ensure that the day runs smoothly and that time is focused on instruction; and developing written documents such as weekly memos and staff and student/parent handbooks to memorialize expectations.

Administrators are highly visible and actively engaged with teachers and students. Specifically, administrators attend our daily school wide flag salute ceremony which is led by a different class each week; share in lunch and recess duties supervising students; read to each class; and host student of the month luncheons and ice cream parties which recognize individual students and classes to name just a few. In regards to the supervision of teachers, administrators observe teachers consistently throughout the school year. Each observation is followed by a conference where administrator and teacher share in a professional conversation about the teacher's instruction, non-proficient students, and how instruction can be improved and/or enriched.

At Vanderburg ES, leadership is shared among all its stakeholders with the primary focus on continuous school improvement to ensure the academic, social, and emotional growth of all students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Nevada Criterion Reference Test

Edition/Publication Year: 2001-2009 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	94	94	92	86	86
Exceeds	72	68	60	45	51
Number of students tested	137	141	141	145	140
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	95		100		
Exceeds	58		60		
Number of students tested	19	8	15	6	
2. African American Students					
Meets					
Exceeds					
Number of students tested	6	6	6	5	2
3. Hispanic or Latino Students					
Meets	95	95	94	61	86
Exceeds	67	53	50	35	29
Number of students tested	18	19	16	23	14
4. Special Education Students					
Meets		70	70	48	55
Exceeds		20	50	24	32
Number of students tested	8	10	10	17	22
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested	1	4	4	9	
6. White					
Meets	94	94	91	88	88
Exceeds	74	72	61	48	54
Number of students tested	92	105	103	97	106
NOTES:					
We were unable to find data where boxes were left blank.					

12NV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Nevada Criterion Reference Test

Edition/Publication Year: 2001-2009 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	94	93	92	90	91
Exceeds	67	62	46	52	40
Number of students tested	137	141	141	145	140
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	89		100		
Exceeds	68		40	0	
Number of students tested	19	8	15	6	
2. African American Students					
Meets					
Exceeds					
Number of students tested	6	6	6	5	
3. Hispanic or Latino Students					
Meets	94	95	100	92	84
Exceeds	72	58	31	35	14
Number of students tested	18	19	16	23	14
4. Special Education Students					
Meets			80	60	68
Exceeds			40	30	18
Number of students tested	8	1	10	17	22
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested	1	4	4	9	
6. White					
Meets	93	94	93	91	94
Exceeds	65	61	47	53	43
Number of students tested	92	105	103	97	106
NOTES:					
We were unable to find data where boxes were left blank.					

12NV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Nevada Criterion Reference Test

Edition/Publication Year: 2001-2009 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	92	87	81	91	93
Exceeds	39	18	47	64	62
Number of students tested	151	147	133	146	143
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	83	78		72	90
Exceeds	25	6		36	60
Number of students tested	12	18	8	11	10
2. African American Students					
Meets					
Exceeds					
Number of students tested	5	7	7	7	
3. Hispanic or Latino Students					
Meets	90	100	70	89	82
Exceeds	29	6	44	50	46
Number of students tested	21	17	23	18	11
4. Special Education Students					
Meets	36	58	34	74	60
Exceeds	9	8	17	42	27
Number of students tested	11	12	12	19	15
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested	5	4	7	5	
6. White					
Meets	93	87	81	93	95
Exceeds	37	19	46	69	63
Number of students tested	105	108	89	108	109
NOTES:					
We were unable to find data where boxes were left blank					

12NV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Nevada Criterion Reference Test

Edition/Publication Year: 2001-2009 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	94	93	81	90	91
Exceeds	52	46	31	43	54
Number of students tested	151	147	133	146	143
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	83	89		63	90
Exceeds	50	39		27	60
Number of students tested	12	18	8	11	10
2. African American Students					
Meets					
Exceeds					
Number of students tested	5	7	7	7	
3. Hispanic or Latino Students					
Meets	95	100	74	83	73
Exceeds	53	30	22	11	55
Number of students tested	21	17	23	18	11
4. Special Education Students					
Meets	73	75	58	85	34
Exceeds	9	0	25	32	7
Number of students tested	11	12	12	19	15
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested	5	4	7	5	
6. White					
Meets	94	92	86	91	93
Exceeds	52	50	34	45	55
Number of students tested	105	108	89	108	109
NOTES:					
We were unable to find data where boxes were left blank.					

12NV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Nevada Criterion Reference Test

Edition/Publication Year: 2001-2009 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	90	84	90	92	84
Exceeds	15	21	44	30	37
Number of students tested	137	121	138	148	122
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	91	64		83	
Exceeds	5	9		0	
Number of students tested	21	11	4	12	
2. African American Students					
Meets				88	
Exceeds				44	
Number of students tested	6	3	6	9	
3. Hispanic or Latino Students					
Meets	89	80	85	77	77
Exceeds	6	10	31	8	31
Number of students tested	18	20	13	13	13
4. Special Education Students					
Meets		33	67	69	34
Exceeds		8	20	0	7
Number of students tested	8	12	15	13	15
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested	3	6	4	3	
6. White					
Meets	88	85	94	92	86
Exceeds	14	21	44	31	40
Number of students tested	91	84	103	112	93
NOTES:					
We were unable to find data where boxes were left blank.					

12NV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Nevada Criterion Reference Test

Edition/Publication Year: 2001-2009 Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets	89	78	84	82	76
Exceeds	47	22	25	22	13
Number of students tested	137	121	138	148	122
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	86	45		75	
Exceeds	29	18		0	
Number of students tested	21	11	4	12	
2. African American Students					
Meets					
Exceeds					
Number of students tested	6	3	6	9	
3. Hispanic or Latino Students					
Meets	83	70	70	85	69
Exceeds	33	20	39	8	0
Number of students tested	18	20	13	13	13
4. Special Education Students					
Meets		25	53	54	13
Exceeds		8	0	8	0
Number of students tested	8	12	15	13	15
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested	3	6	4	3	
6. White					
Meets	90	81	88	84	78
Exceeds	48	20	23	22	16
Number of students tested	91	84	103	112	93
NOTES:					
We were unable to find data where boxes were left blank.					

12NV2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets	92	88	87	89	87
Exceeds	41	36	50	46	50
Number of students tested	425	409	412	439	405
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	90	76	77	75	90
Exceeds	28	21	40	13	60
Number of students tested	52	37	27	29	10
2. African American Students					
Meets	59	62	62	80	
Exceeds	17	18	26	23	
Number of students tested	17	16	19	21	2
3. Hispanic or Latino Students					
Meets	91	91	81	74	81
Exceeds	33	23	42	33	34
Number of students tested	57	56	52	54	38
4. Special Education Students					
Meets	37	52	57	63	50
Exceeds	18	11	27	24	23
Number of students tested	27	34	37	49	52
5. English Language Learner Students					
Meets		71	79	81	0
Exceeds		21	46	35	0
Number of students tested	9	14	15	17	0
6.					
Meets	91	88	89	91	89
Exceeds	41	38	50	49	52
Number of students tested	288	297	295	317	308
NOTES:					

12NV2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets	92	88	85	87	86
Exceeds	55	44	34	38	36
Number of students tested	425	409	412	439	405
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/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	86	72	81	72	90
Exceeds	48	37	22	10	60
Number of students tested	52	37	27	29	10
2. African American Students					
Meets	82	74	68	66	0
Exceeds	29	18	15	38	0
Number of students tested	17	16	19	21	0
3. Hispanic or Latino Students					
Meets	90	87	81	87	75
Exceeds	52	35	29	20	21
Number of students tested	57	56	52	54	38
4. Special Education Students					
Meets	70	48	61	68	42
Exceeds	15	3	18	24	9
Number of students tested	27	25	37	49	52
5. English Language Learner Students					
Meets		71	73	81	0
Exceeds		42	20	23	0
Number of students tested	9	14	15	17	0
6.					
Meets	92	89	89	88	88
Exceeds	54	45	34	39	39
Number of students tested	288	297	295	317	308
NOTES:					

12NV2