

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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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

1. Number of schools in the district 2 Elementary schools (includes K-8)
 1 Middle/Junior high schools
 1 High schools
 0 K-12 schools
 4 Total schools in district
2. District per-pupil expenditure: 10393

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|----------------------------------|-------------------|---------------------|--------------------|
| PreK | 99 | 86 | 185 |
| K | 61 | 55 | 116 |
| 1 | 64 | 63 | 127 |
| 2 | 63 | 50 | 113 |
| 3 | 62 | 55 | 117 |
| 4 | 59 | 48 | 107 |
| 5 | 57 | 29 | 86 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Total in Applying School: | | | 851 |

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
15 % Black or African American
10 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
60 % White
11 % 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 2011-2012 school year: 33%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| Step | Description | Value |
|------|---|-------|
| (1) | Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year. | 116 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year. | 175 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 291 |
| (4) | Total number of students in the school as of October 1, 2011 | 871 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.33 |
| (6) | Amount in row (5) multiplied by 100. | 33 |

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 3
Number of non-English languages represented: 2
Specify non-English languages:

Japanese and Spanish

9. Percent of students eligible for free/reduced-priced meals: 24%
 Total number of students who qualify: 204

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: 18%
 Total number of students served: 157

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>14</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>15</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>9</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>76</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>36</u> Developmentally Delayed |

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

| | <u>Full-Time</u> | <u>Part-Time</u> |
|---|-------------------------|-------------------------|
| Administrator(s) | <u>2</u> | <u>0</u> |
| Classroom teachers | <u>36</u> | <u>0</u> |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>24</u> | <u>4</u> |
| Paraprofessionals | <u>13</u> | <u>0</u> |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | <u>30</u> | <u>5</u> |
| Total number | <u>105</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:

24:1

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

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|
| Daily student attendance | 95% | 95% | 94% | 95% | 95% |
| High school graduation rate | % | % | % | % | % |

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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

The mission of Scott Elementary is to foster an environment that focuses on nurturing the whole child. We provide a secure and positive school climate that is adaptive to our diverse society. Our main focus is academic achievement and developing a partnership between home and school. We will strive to teach children the basic fundamentals so that they can be effective problem solvers. Together we will stimulate the love of learning, empowering students to be world class learners.

At the beginning faculty meeting of this year, with 100% buy-in we reaffirmed and adopted a vision for Scott Elementary. Our view is created around the visible behavior of faculty, staff and administrators. Our vision provides The View where faculty, staff and administrators:

- Remember working in education is all about relationships
- Keep in mind parents entrust us with their children so earn and build their trust
- Use observation and assessment to sculpt instruction
- Find excitement in student successes
- Make student academic achievement a priority
- Recognize their contributions to the success of our students and building matter

Throughout the building The View at Scott Elementary School is in clear sight.

We are located in southwestern Illinois, just a 30 minute drive down I-64 from St. Louis, MO. District 19 encompasses the city of Mascoutah, all of Scott Air Force Base, and portions of rural St. Clair County. We are rural. We are suburban. We are military. It makes for a great mix and a terrific educational experience.

All students, pre-kindergarten through grade five, who attend Scott Elementary live on the military base. The one exception is that we also house pre-kindergarten students for the second elementary in our school district. Here at Scott Elementary we have the opportunity to teach the children of those that defend our flag on a daily basis.

Traditionally students who come to our school that have had school experiences all around the world and come with a giving spirit. Throughout the year they can be involved in and support a variety of initiatives. These have included anything from donations to the Humane Society, collections for the disabled Veterans, or creating thank you cards that were distributed at the Veteran's Hospital in St. Louis.

We have a tradition throughout the district, and here at Scott Elementary, of academic excellence. We have earned adequate yearly progress for the fifth consecutive year. While our academic accomplishments have placed us among the higher ranking schools within our county this past school year, we also earned the top elementary school status.

Having a military base as an entity of the school district, there is a lasting tradition educating students of military personal. Sitting directly on the other side of the fence, our campus is in close proximity to the military base. This helps us foster a close relationship with the youth center and other activities on the base. They provide us personnel for initiatives and events such as Earth Week, Week of the Military Child, and evening family events.

A foundational strength of the academic program has been and will continue to be the use of data to guide instruction. Data drives instructional and behavioral programming for all students on a daily basis. Response to Intervention (RtI) serves to meet the instructional needs of students experiencing difficulty with academic skills in reading and math and social skills. Universal screeners and progress monitoring are used throughout the school year to guide instruction and behavioral interventions and monitor student growth. Positive Behavioral and Interventions Supports (PBIS), under the canopy of RtI, serves as the

structure for social skills instruction, support and interventions. Scott Elementary is currently classified as an implementing PBIS school.

One of the strengths that set us apart is the giving spirit of our students and school community. Classrooms in our school can lose and gain up to one-third of their students in an academic year. The students understand the feelings of uncertainty that come with the frequent mobility and they welcome new students with open arms. These are the students who see value in helping others. Last year they rallied around a staff member with a diagnosis of lymphoma and worked to collect over \$8400 dollars for the Lymphoma and Leukemia Society in their Pennies for Patients Campaign. In return, their hard work and dedication earned Scott Elementary the honor of top participating school in the area and helped thousands of individuals. This year they have jump roped their way into raising more than \$8,000 for the heart fund.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. The standardized assessment administered annually in grades 3-5 at Scott Elementary, as well as throughout the state of Illinois, is the Illinois Standards Achievement Test (ISAT). Student performance on the ISAT is clustered into four performance levels. Those levels are Academic Warning, Below Standards, the more desirable Meets Standards, and the sought after Exceeds Standards. The percentage of students scoring in the upper two quadrants of meets and exceeds standards determine the attainment of the academic performance requirements for Adequate Yearly Progress. This current school year, ninety-two percent (92.5%) of the students' scores in each grade level must fall in the meets or exceeds level in both reading and math. As has been in years past, the expected performance level at Scott Elementary is to not only reach the minimum number of students to attain the state imposed target but to exceed that percentage. In an attempt to align to the higher expectations of the new Common Core Standards, the Illinois State Board of Education has recalculated the ISAT performance expectations that establish the range of scores within each performance level. Student performance data on the spring 2013 administration of ISAT will be analyzed using the new performance levels. Even with these changes, our focus will continue to be for students to sustain or improve their scores.

B. The students of Scott Elementary experienced substantial success during the 2011-2012 school year. Their overall performance on the Illinois Standards Achievement Test (ISAT) of ninety-six percent (96%) of the students meeting or exceeding the state standards was well above the state target. The third, fourth, and fifth grades continued to do extremely well in their attainment of the Illinois Learning Standards in reading and math. In reading, eighty-eight percent (88.2%) of third grade students met or exceeded standards, while in math ninety-nine percent (99.1%) met or exceeded standards. Fourth grade had ninety-five percent (95.5%) meet or exceed standards and ninety-eight percent (98.9%) of the students meet or exceed math standards. At the fifth grade level, ninety-seven percent (97.8%) of the students met or exceeded state standards in reading and ninety-five (95.7%) met or exceeded in math. During this past school year Scott Elementary earned Adequate Yearly Progress (AYP) status.

Assessment trends over a five year period support the consistent attainment of student scores that are at or well above the state target in both reading and math for grades three through five. With little to no difference in school scores and the subgroup scores, an achievement gap of any significance does not exist. Factors which contributed to this sustaining of academic growth and high levels of achievement are concentrated in the areas of classroom and orchestrated group instruction. The most important job at Scott Elementary is instructing students. Teachers maintain a high level of integrity in meeting the challenges of that most important job. Within the classroom there is an assured focus where powerful learning is experienced. Teachers make student academic achievement the top priority. A block schedule affording 60 minutes each for math and reading is followed daily. Other minutes in the day provide time for remediation and acceleration of those skills along with a full schedule of other subjects. The instructional minutes are protected by instituting a no fly zone of interruptions during the core instruction time.

Our use of data is a significant factor contributing to our consistently high level of performance on the state assessment and other normed assessments. Through continued professional development and creation of a systemic approach we have the ability to identify needs and prescribe instructional programming to lessen the individual achievement gap for those students who have transferred to Scott Elementary. Our approach is systemic in that it allows us to make instructional decisions based on current information about the whole child throughout the school year. The responsibility of instructing a student is the responsibility of all staff at Scott Elementary. There is an ever-constant flexibility in grouping students for support both in and outside of the classroom in math and reading. Special programming allows us to intensify instruction for students. One of the assessments we use to collect data three times a year is Measures for Academic Progress (MAP) through North West Evaluation Association (NWEA).

With the MAP's high correlation to ISAT, student results from the MAP are a good indicator of student performance and assists in mapping individual student trends and skill concerns.

2. Using Assessment Results:

Scott Elementary has established a comprehensive assessment system that effectively and efficiently monitors students' performance for an individual, by grade level, and building wide. Results are used to identify and improve student performance and program effectiveness. Our district utilizes numerous quantitative data assessment systems to assess student growth. Presently, we assess through the following: NWEA Map, AIMS Web, Reading & Math Auto Skills, and Lexia. These programs provide immediate feedback regarding student and grade level growth and need for and progress with remediation. The assessments are scheduled multiple times throughout the school year to present a continuous picture of student performance, helping us to frame and plot instructional growth, highlighting what needs to continue and what might need to be supported differently. This information contributes to the determination and monitoring of interventions. Provisions are also made to administer the assessments outside of their norming windows within the first two weeks of arrival to provide us needed data points for students transferring into our school. The assessments are administered in conjunction with the state ISAT test, these results reveal that our students are meeting and exceeding state expectations. Scott Elementary has consistently achieved AYP status.

Data is used to provide a picture of directional progress to parents as a means of gaining greater parental support. This step within the systemic approach is important to the success of all educational programs at Scott Elementary School. Two of the means for communicating data to parents is daily/weekly progress monitoring and the parents accessing their child's daily grades through the Parent Portal Online Grading System. Assessment results are also provided to parents during parent teacher conferences.

Response to Intervention (RTI) serves as our model to meet the instructional needs of students experiencing difficulty with academic skills in reading, math, and social skills. Our RtI program is well defined and serviced with highly qualified staff. Students are identified for RTI services using the aforementioned assessments. The process of student identification for placement in Tier 2 and Tier 3 services has been expanded over the last two years. Universal screeners and progress monitoring are used throughout the school year to guide instruction and behavioral interventions and monitor student growth. Positive Behavioral and Interventions Supports (PBIS), under the canopy of RtI, serves as the structure for social skills instruction, support and interventions.

RTI committee meetings are held every 6 to 8 weeks with regular education teachers, RTI teachers, and building administration in attendance. These meetings facilitate dialogue between the RTI teacher and regular education teacher, helping to formulate a plan for attacking individual skills needed for each student. Focusing on each child allows us to discuss individual children's academic needs. During student programming reviews, the progress of students currently in the program are discussed to determine if supports need to be intensified, reduced or if other interventionist should be sought for input. Our RTI program is successful in part due to the most-needy students being selected for assistance, the application of intense teaching research-based instruction, and weekly progress monitoring with parent communication. Progress monitoring has become an effective method to track student progress in the RTI program in the areas of reading, math and writing. It provides a communication tool for parents who can follow their child's progress while their children attend the intense intervention program. It also provides data for child review team meetings to help program for the few students who transfer to the special education program. Research-based materials are utilized in the instructional process for all RTI students. We believe the large movement of students in and out of the tiered intervention program has allowed us to meet individual student growth goals. Our systematic approach to comprehensive assessments is successfully utilized to improve student performance and overall school effectiveness.

3. Sharing Lessons Learned:

Scott Elementary utilizes opportunities to share a cornucopia of instructional and programming strategies and lesson designs with district, state, and professional organizations. Our grade level and subject area teachers participate in district quarterly curriculum meetings in the areas of math, language, social studies, science, and writing. With the teachers from the three other buildings, they have the opportunity to share, build, and collaborate among educators across the district. Every regular and special education teacher contributes to at least one curriculum committee. Curricular units are shared with other educators that allow our district to build our vertical and horizontal alignment between buildings. Realizing our staff provides a wealth of valuable resources within our building, there is organized time for them to share within their grade level and for the entire staff. Frequently staff members will be part of the monthly faculty agenda to lend their expertise to the monthly focus by providing training and leadership activities.

Scott Elementary also places a heavy focus on the collaboration and sharing of our social emotional programs. Our school social worker and counselor presented to all staff members in each of the four buildings in our district on PTSD. The social worker and counselor presented a power point to explain the diagnosis, symptoms and side effects and offered numerous ideas for methods in which staff can accommodate the child's needs in an academic setting.

Our work with PBIS, has touched others at all three levels of state, regional and district. Just recently, members of our building's PBIS Committee presented at the PBIS state convention. Their presentation focused on our tiered interventions and support programs for students in the social/emotional area. The presenters also shared the structure and design behind our intense small group supports such as divorce group, parent deployment group, and anger and aggression support. PBIS committee members also are active in the quarterly PBIS regional meetings.

4. Engaging Families and Communities:

Engaging effective communication and relationships between the school and its stakeholders is of vital importance in the development of a successful school environment. To begin building a positive relationship each year, the school compact is sent home to be signed by parents and students, as well as teachers and school administrators. The compact outlines the responsibilities of all stakeholders in the educational process. All parents are encouraged to attend informational events at the beginning of every school year such as: New Parent Orientation, Pre K Parent Orientation, Kindergarten Parent Orientation, and Scott Elementary Open House.

Throughout the year, stakeholders are invited to attend numerous family events that encourage and support children as learners. Evening events focusing on reading, math physical fitness, and music concerts offer families the opportunity to interact with the school and local community. Stakeholder involvement during the instructional day include Jump Rope for Heart, Field Day Activities, Ag in the Classroom, Junior Achievement, Grange Nursing Home dictionary support, Dental Health Miles of Smiles, and Scott Air Force Base Earth Day .

One of the strengths of Scott Elementary is our Parent Teacher Organization who supports our school in numerous ways. The main goal of our PTO is to provide support to the instructional environment through monetary assistance and man-power whenever needed. Their volunteer efforts directly benefit our students through their assistance with the following events: Student of the Month Breakfast, Santa's Workshop, Holiday Treat Sales, yearly Book Fairs, Quarterly Reward Assemblies, Week of the Military Child activities, Box-Tops for Education, and Field Day. The PTO also supports the staff by providing meals for the teachers at evening family activities and recognizing teachers with several organized events during Teacher Appreciation Week.

Families and community members are asked to participate in committees at both the school and district levels. Besides committee work for specific events, parent involvement in our building's PBIS universal Tier 1 team is crucial. Other committee work includes Parent Advisory, Grading and Technology.

At the beginning of this school year we added an additional layer to our communication among all stakeholders. The Indian Beat newsletter, created by the building administrators with staff input, is sent home monthly to all the families in the building. It is also posted on our school website for easy reference and for the use of the community. It includes upcoming school events, opportunities for parents to become involved in school activities and their child's education, and suggestions and ideas to support learning at home. Recently, the district installed the school phone communication system, School Messenger, which allows our building to send mass communication information to all parents in the community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Students at Scott Elementary are offered a full curriculum including the subject areas of reading, language arts, writing, math, science, social studies, physical education, vocal music, instrumental music, art, and technology. While reading, language arts and math are taught in isolation, an instructional focus of ours is for content to also be taught through cross-curricular instruction. We believe that through a cross-curricular model, application of skills can be experienced to facilitate higher learning. We provide a research-based curriculum and instructional methods that facilitate achievement for all students. Within the curriculum expectations are both content matter as well as the strategies facilitating independent learning. These tools of learning would include researching skills, organization of thought, mnemonic devices, and meta-cognition.

The instructional model utilized throughout the building includes components of effective teaching. In every classroom there is to be a climate of high expectations where effective teaching promotes student success. Lesson design incorporates the opportunities for inquiry and student engagement. Building upon background knowledge allows for students to learn where they are. Looking into a classroom at Scott Elementary you see flexible instructional groupings organized by learning needs. Students can identify what they are to learn and its purpose. Modeling may be student or teacher lead. Throughout the lesson students' level of understanding is assessed with reteaching at the critical moment.

Currently our district is in the process of aligning our math and language arts curriculum to the new Common Core Standards. These curriculum maps target instruction in all grade levels and provide scope and sequence to insure consistent delivery of curriculum within all buildings of the school district.

Through enhanced professional development, the staff has acquired knowledge necessary to effectively differentiate instruction. This can include, but is not limited to, computer programs, learning centers, technology, guest speakers and community programs.

Students are actively involved in the instructional evaluation process through the utilization of assorted rubrics and authentic work samples. Various programs are in place to reach students at all academic levels. We offer before and after school tutoring using research-based technology programs and curriculum, homework assistance during lunch and a fully supported RTI program. Research-based programs such as Reading Mastery and Corrective Reading are components of the RTI program and Special Education Classrooms.

A plethora of technological equipment and software are utilized in all classrooms on a daily basis. All classrooms encompass a Promethean Board, document camera, audio enhancement system, computers, printer, TV, DVD system and software. Professional development training is ongoing for technology purposes, and teachers guide their instruction in the area of technology through the utilization of the District Technology Plan.

Scott Elementary School's Master Schedule displays effective use of instructional time. Our district requires that each classroom offer 60 minutes of math and 60 minutes of reading instruction every day. In addition to core classes, daily Tier I support (Power Half Hour) is included at every grade level.

High expectations within the classroom extend beyond academics. Structured classroom management ensures quality instructional time with minimal behavioral disruptions. A proactive approach communicates our expectations through the Parent Handbook, signed School Compact, and Green Team Behavioral Matrix.

Scott Elementary believes that teaching and learning is highly functional in all areas. As a result of our teacher's performance and dedication, our school continues to achieve Adequate Yearly Progress (AYP).

2. Reading/English:

The reading curriculum at Scott Elementary is designed to meet students at their current ability level and develop progress from that point. The kindergarten reading program focuses on identifying letters, sounds, blends and reading sight words. Phonemic patterns and the development of sounds are vital to the building block in beginning readers. Teachers in grades 1 and 2 design small reading groups in their reading class that are based on ability. Instruction targets their level of performance. The small group allows teachers in this grade level to meet with students to improve reading ability with each individual student. Data is collected on each child as student performance is recorded. At the kindergarten through grade 2 level Lindamood Phoneme Sequencing (LiPS) instruction is provided to all students. Scott Elementary has two certified LiPS instructors who teach the phonemic program in the classroom to students at these grade levels. Many of our LiPS lessons offer leveled learning opportunities similar to our reading groups. Skills with students in grades three to five continue to build on reading fluency, vocabulary and reading comprehension. Non-fiction as well as fiction is included in reading material at all grade levels. Scott Elementary offers a variety of reading software components that help address individual reading ability. Some of the programs used with students are Lexia and AutoSkills.

Students performing below grade level are offered additional small group instruction with their reading class. In addition to this, another available layer of support is the before or after school tutoring program. The AM tutoring program offers students individual support with a targeted goal to improve individual skills. Students in the AM work on a computer software program to enhance their reading ability and are assisted by certified teachers for added instruction. PM tutoring offered after school offers direct instruction to students in small groups. All students in the school have Lexile reading ability levels identified. This helps to target book selections in the classroom and the library. Reading Counts is used as part of the student's academic standing and students are required to complete a specified amount of quizzes each quarter.

Students performing above grade level are targeted with the same theme as a lower leveled reader. High performing students are placed in groups with students of similar ability. These students have a different curriculum than those of the class. The students performing at this level are given reading materials based on their ability. Reading comprehension is more advanced as the material offered to this group of students offers a greater challenge. Individual software is also used with these students with the opportunity to read novels and non-fiction at their reading level.

3. Mathematics:

Our mathematics curriculum can best be described as moving from concrete to abstract. Starting in kindergarten, instructional methods presented are concrete with leveled learning using manipulatives, pictures, and kinesetic items to teach counting, one to one correspondence, adding one more, taking one away, etc. As curriculum advances, the instruction moves to abstract learning. Some of the main foundational skills are adding and subtracting in grades 1 and 2. By the end of grade two, students are working on multiplication. Grade 3 expectations include math facts of multiplication and division from zero to ten. All grade levels support learning other facets of mathematical knowledge such as measurement, geometry, algebra, number sense, etc. The support programs for students performing below grade level standards in math are similar to the supports described earlier in reading. We have a fully implemented RtI program for students in math. Tier 1 instruction is done in the classroom and is offered to all students by the general education teacher. Tier 2 and 3 are pullout instruction with the RTI math teacher for a timeframe of either 30 or 45 minutes. These times are in addition to the general math education in the classroom. Part of RTI instruction in Tier 2 and 3 at grades four and five is a daily intense review of basic math facts. Over time, student progress has demonstrated intense review within this class improves student performance in the classroom once basic skills are acquired. Once a week, one

of the five sixty-minute math periods students work on the AutoSkill math computer software program. This program offers students instruction based on their individual skills and math level. The program generates questions for all types of students from lower level to the advanced level. Many students are working in this program on skills well beyond their current grade level. One of the goals administration has for next year is the opportunity for advanced students to be offered the STEM program. Advanced students would be afforded direct hands-on instruction by a certified instructor teaching concepts in the areas of science, technology, engineering and math to qualifying students.

4. Additional Curriculum Area:

At Scott Elementary, our Physical Education Department focuses primarily on creating a positive learning environment that encourages strong physical, emotional and social development that will lead to lifelong fitness and overall health. Our diverse society is ever growing and we're constantly striving to adapt our program to meet the needs of both students and their families. The partnership and connection that we have developed with our students and their families is evident in several of our extracurricular activities.

Due to our school's direct relationship to Scott AFB, about 99% of our 800+ students are military affiliated. Because of this, we feel that our Physical Education Department has the responsibility to maintain certain levels of overall physical health. Our Primary grades are assessed 8 times throughout the year, ranging from basic Locomotor Skills to dedicating an entire month to jogging followed by an endurance test. In addition, our Secondary grades are assessed four times a year according to the Presidential Fitness Challenge. Even though this is not a district standard, we feel it is a necessary component to our program.

In our attempt to nurture the whole child, we constantly collaborate with classroom teachers to develop effective lessons that combine classroom learning with real world practicality. By using technology, such as smart boards and computers with projectors, we are able to take what students are seeing in the classrooms and expanding it into more hands on activities. To combat the ever growing influence of technology and the sedentary lifestyle it can cause, we've created lessons showing students how technology can be used towards living a healthy lifestyle. We use everything from fitness DVD's to highly active Dance Dance Revolution game pads to create fun and exciting activities that leave kids sweating and wanting more. To build upon certain popular video games, we have created numerous types of Angry Birds stations themed for various holidays and events.

The students aren't the only focus for our Physical Education Department. For three years now we've been hosting a Family Fitness night. This event showcases hands on, family friendly activities as well as local community vendors offering free and discounted services. Furthermore, our Jump Rope for Heart program has been a tremendous success for our Physical Education Department and our school. In a time of such economic hardships, the amount of donations we receive is a true testament to the loving and caring nature of our community as well as the ability of our faculty to help students learn the positive impact they can make for themselves and others.

5. Instructional Methods:

A unique quality of Scott Elementary is our diverse population of students. All students attending Scott Elementary live on Scott Air Force Base and have been educated or lived in all parts of the world. Our classrooms make up a very diverse background of learners. One of our strengths is being able to take each student, new or returning, and give them the resources to advance their knowledge and ability.

Building screenings administered to students three times a year allow us to monitor student growth with a very close lens. In addition, as new students enroll they are given screenings upon entry to identify current skill level and ability. We have many resources available that help us isolate skills needed for individual students. Our RTI program, though restructured many times over the last five years, now

functions with a high rate of success reaching many students in all grade levels. We have four certified full time teachers that work with our response to intervention math and reading classes. We offer before school and after school tutoring seven of the nine months of the school year in which our regular and special education teaching staff instruct. Mid-day, students are able to take advantage of the homework helper table which offers students the opportunity to complete work with the assistance of a full time teacher, if needed.

Our school supports a large number of students who have individual education plans. Our special education programming allows us to make sure students are placed in the least restrictive environment. For many students this environment is the regular classroom setting, with the support of an inclusive co-taught classroom. The co-taught environment allows special education students the opportunity to learn information parallel to their grade level peers, with built in support when needed for reteaching or scaffolded learning. While the special education students may have a modified assignment, they are offered the same instruction as their regular grade level peers.

A method to assist all teachers to differentiate instruction is the wealth of technological resources available at their fingertips. All of our teachers have a promethean smart board with LCD projector, document camera, audio enhancement, personal computer, student computers, and the internet available in their classrooms. With these added tools we have seen an increase in engagement among students as teachers bring creativity and excitement using technology to instruct students. Technology allows them to easily adjust academic information presented with visual, audio, or hands on learning.

6. Professional Development:

Once hired, our employees receive quality and in-depth support from various entities. All newly hired staff attend a New Employee three-day professional development in-service hosted by the District Assistant Superintendents and Directors. Within these three days, our District's mission, vision and philosophy is shared. Introductions, paperwork, computer access, evaluations, procedures and expectations are also addressed. Prior to the start of school, the new faculty members meet with the Scott Elementary Administrators. A variety of support and expectations are shared; curriculum, classroom management, evaluations and instructional goals are discussed in great detail. It is at this meeting we hope to define the high standards and expectations set before our newcomers.

Our district also requires a state approved Mentoring Program for all newly hired employees. The program is a two year requirement and allows teachers the opportunity for growth, support, and communication. Mentees regularly meet with their mentor and monthly Mentoring Program meetings are led by our Mentor Building Coordinator. Mentees are required to keep a journal and participate in a book study each year of the program. One of the main goals of the program is for the Mentors to observe the new teacher instructing students, and offer feedback and suggestions outside of the district evaluation program.

All new teaching staff is required to complete the "Tools for Teaching" program within their first year of employment. The twelve-week program is presented by the Middle School Principal on a weekly basis for two hours after school. Quality instruction, effective teaching methods, motivation, and classroom discipline are topics discussed, and teachers are required to read the book, Tools for Teaching by Fred Jones.

The district and school offer five full days of professional development each school year. Two days are held at the start of the school year, with three days closing out the end of the year. These five days are held in our building, and our In-Service Committee of teachers and administrators plan workshops of greatest need and interest. Attendance is not required of the teachers, but teachers consistently show their dedication to the profession by the high number of participants. A variety of resources and learning opportunities are offered during these five days. The last five years we have hosted authors and consultants to work with our staff in areas of reading comprehension, questioning skills, and

technology. Professional development activities provided by staff, administration or outside resources are included as part of our monthly faculty meeting agendas.

7. School Leadership:

Scott Elementary School provides leadership that promotes school effectiveness and student performance. The vision of the Principal is clear and offers a guiding torch to effective learning for every student. The Principal and Assistant Principal's role is to provide leadership to all building personal and oversee committees and programs. They challenge teachers to seek engaging methods for student learning, and use technology to facilitate instruction. Supporting students in their learning is another important facet of our building leadership. Administrators continually work at building a team approach to educating children including the school, child and home in our expectations.

A defined process is in place that ensures school leaders offer rigor in curriculum, implement and monitor safety procedures, including building inspections, crisis manuals, and evacuation drills.

Information is provided to help bridge the connection between home and school, as we continue to increase the opportunity for stronger collaboration between school leaders and stakeholders. We offer surveys to gather feedback, opinions and ideas from students, parents, and teachers concerning programs and policies. Consideration of these statements is used to review and update policies and programs. Positive administrative feedback is imperative to foster a climate that promotes student performance and school effectiveness. Teachers are placed on building level committees which help foster support, buy-in and knowledge to improve building initiatives. Involving teachers increases communication, wellbeing, and professional unity.

The district evaluation process offers an in-depth analysis of an employee's performance and encompasses a self-reflection component. The teacher evaluation process promotes discussions about teaching practices, professional learning, and growth opportunities.

The effectiveness of student performance is driven by administration. In order to continue and sustain the growth we need to continue to offer resources to support student learning and support teachers in best teaching practices.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Meets/Exceeds | 99 | 99 | 97 | 92 | 97 |
| Exceeds | 58 | 67 | 55 | 52 | 53 |
| Number of students tested | 110 | 105 | 111 | 99 | 73 |
| Percent of total students tested | 98 | 98 | 99 | 98 | 94 |
| Number of students alternatively assessed | 2 | 2 | 1 | 2 | 5 |
| Percent of students alternatively assessed | 2 | 2 | 1 | 2 | 6 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets/Exceeds | 100 | 96 | 97 | 86 | 96 |
| Exceeds | 42 | 68 | 49 | 32 | 54 |
| Number of students tested | 19 | 28 | 35 | 28 | 26 |
| 2. African American Students | | | | | |
| Meets/Exceeds | 94 | 100 | 94 | 94 | 92 |
| Exceeds | 50 | 68 | 29 | 47 | 46 |
| Number of students tested | 18 | 19 | 17 | 17 | 13 |
| 3. Hispanic or Latino Students | | | | | |
| Meets/Exceeds | 100 | 100 | Masked | Masked | Masked |
| Exceeds | 44 | 88 | Masked | Masked | Masked |
| Number of students tested | 16 | 16 | 5 | 4 | 5 |
| 4. Special Education Students | | | | | |
| Meets/Exceeds | 100 | 100 | 83 | 46 | 90 |
| Exceeds | 35 | 71 | 22 | 8 | 20 |
| Number of students tested | 17 | 17 | 18 | 13 | 10 |
| 5. English Language Learner Students | | | | | |
| Meets/Exceeds | Masked | | Masked | Masked | Masked |
| Exceeds | Masked | | Masked | Masked | Masked |
| Number of students tested | 1 | | 1 | 4 | 3 |
| 6. | | | | | |
| Meets/Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Meets/Exceeds | 88 | 95 | 87 | 91 | 92 |
| Exceeds | 34 | 38 | 40 | 36 | 44 |
| Number of students tested | 110 | 105 | 110 | 98 | 73 |
| Percent of total students tested | 98 | 98 | 99 | 98 | 94 |
| Number of students alternatively assessed | 2 | 2 | 1 | 2 | 5 |
| Percent of students alternatively assessed | 2 | 2 | 1 | 2 | 6 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets/Exceeds | 89 | 89 | 83 | 82 | 88 |
| Exceeds | 21 | 36 | 34 | 21 | 50 |
| Number of students tested | 19 | 28 | 35 | 28 | 26 |
| 2. African American Students | | | | | |
| Meets/Exceeds | 89 | 89 | 76 | 82 | 85 |
| Exceeds | 22 | 32 | 24 | 35 | 31 |
| Number of students tested | 18 | 19 | 17 | 17 | 13 |
| 3. Hispanic or Latino Students | | | | | |
| Meets/Exceeds | 75 | 94 | Masked | Masked | Masked |
| Exceeds | 31 | 31 | Masked | Masked | Masked |
| Number of students tested | 16 | 16 | 5 | 4 | 5 |
| 4. Special Education Students | | | | | |
| Meets/Exceeds | 71 | 88 | 53 | 54 | 70 |
| Exceeds | 6 | 12 | 12 | 8 | 10 |
| Number of students tested | 17 | 17 | 17 | 13 | 10 |
| 5. English Language Learner Students | | | | | |
| Meets/Exceeds | Masked | | Masked | Masked | Masked |
| Exceeds | Masked | | Masked | Masked | Masked |
| Number of students tested | 1 | | 1 | 4 | 3 |
| 6. | | | | | |
| Meets/Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Meets/Exceeds | 99 | 98 | 96 | 96 | 100 |
| Exceeds | 60 | 39 | 34 | 38 | 35 |
| Number of students tested | 89 | 106 | 108 | 89 | 82 |
| Percent of total students tested | 99 | 100 | 100 | 97 | 99 |
| Number of students alternatively assessed | 1 | 0 | 0 | 3 | 1 |
| Percent of students alternatively assessed | 1 | 0 | 0 | 3 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets/Exceeds | 100 | 97 | 93 | 87 | 100 |
| Exceeds | 60 | 24 | 17 | 29 | 27 |
| Number of students tested | 15 | 29 | 30 | 31 | 30 |
| 2. African American Students | | | | | |
| Meets/Exceeds | 93 | 94 | 95 | 94 | 100 |
| Exceeds | 60 | 22 | 29 | 24 | 25 |
| Number of students tested | 15 | 18 | 21 | 17 | 12 |
| 3. Hispanic or Latino Students | | | | | |
| Meets/Exceeds | 100 | 100 | Masked | Masked | Masked |
| Exceeds | 45 | 20 | Masked | Masked | Masked |
| Number of students tested | 11 | 10 | 5 | 7 | 4 |
| 4. Special Education Students | | | | | |
| Meets/Exceeds | 100 | 92 | 73 | 80 | 100 |
| Exceeds | 47 | 15 | 7 | 20 | 21 |
| Number of students tested | 15 | 13 | 15 | 10 | 14 |
| 5. English Language Learner Students | | | | | |
| Meets/Exceeds | | Masked | Masked | Masked | Masked |
| Exceeds | | Masked | Masked | Masked | Masked |
| Number of students tested | | 1 | 2 | 3 | 1 |
| 6. | | | | | |
| Meets/Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Meets/Exceeds | 96 | 87 | 91 | 91 | 94 |
| Exceeds | 47 | 39 | 36 | 42 | 41 |
| Number of students tested | 89 | 106 | 108 | 89 | 82 |
| Percent of total students tested | 99 | 100 | 100 | 97 | 99 |
| Number of students alternatively assessed | 1 | 0 | 0 | 3 | 1 |
| Percent of students alternatively assessed | 1 | 0 | 0 | 3 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets/Exceeds | 93 | 76 | 90 | 87 | 90 |
| Exceeds | 60 | 24 | 27 | 35 | 40 |
| Number of students tested | 15 | 29 | 30 | 31 | 30 |
| 2. African American Students | | | | | |
| Meets/Exceeds | 93 | 67 | 81 | 88 | 92 |
| Exceeds | 33 | 28 | 33 | 41 | 17 |
| Number of students tested | 15 | 18 | 21 | 17 | 12 |
| 3. Hispanic or Latino Students | | | | | |
| Meets/Exceeds | 91 | 90 | Masked | Masked | Masked |
| Exceeds | 45 | 10 | Masked | Masked | Masked |
| Number of students tested | 11 | 10 | 5 | 7 | 4 |
| 4. Special Education Students | | | | | |
| Meets/Exceeds | 93 | 46 | 60 | 70 | 86 |
| Exceeds | 13 | 8 | 0 | 10 | 29 |
| Number of students tested | 15 | 13 | 15 | 10 | 14 |
| 5. English Language Learner Students | | | | | |
| Meets/Exceeds | | Masked | Masked | Masked | Masked |
| Exceeds | | Masked | Masked | Masked | Masked |
| Number of students tested | | 1 | 2 | 3 | 1 |
| 6. | | | | | |
| Meets/Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Meets/Exceeds | 96 | 88 | 94 | 88 | 90 |
| Exceeds | 24 | 22 | 19 | 15 | 22 |
| Number of students tested | 93 | 103 | 106 | 101 | 73 |
| Percent of total students tested | 100 | 100 | 98 | 99 | 99 |
| Number of students alternatively assessed | 0 | 0 | 2 | 1 | 1 |
| Percent of students alternatively assessed | 0 | 0 | 2 | 1 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets/Exceeds | 96 | 74 | 92 | 80 | 92 |
| Exceeds | 12 | 7 | 12 | 8 | 15 |
| Number of students tested | 26 | 27 | 26 | 25 | 26 |
| 2. African American Students | | | | | |
| Meets/Exceeds | 88 | 82 | 90 | 86 | 87 |
| Exceeds | 6 | 18 | 15 | 21 | 13 |
| Number of students tested | 17 | 22 | 20 | 14 | 15 |
| 3. Hispanic or Latino Students | | | | | |
| Meets/Exceeds | 100 | 80 | Masked | Masked | Masked |
| Exceeds | 17 | 0 | Masked | Masked | Masked |
| Number of students tested | 12 | 10 | 6 | 5 | 5 |
| 4. Special Education Students | | | | | |
| Meets/Exceeds | Masked | 50 | 79 | 59 | 80 |
| Exceeds | Masked | 0 | 7 | 0 | 10 |
| Number of students tested | 7 | 14 | 14 | 22 | 20 |
| 5. English Language Learner Students | | | | | |
| Meets/Exceeds | Masked | | Masked | Masked | Masked |
| Exceeds | Masked | | Masked | Masked | Masked |
| Number of students tested | 1 | | 4 | 4 | 1 |
| 6. | | | | | |
| Meets/Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Meets/Exceeds | 98 | 83 | 92 | 83 | 88 |
| Exceeds | 40 | 37 | 47 | 35 | 42 |
| Number of students tested | 93 | 103 | 106 | 101 | 74 |
| Percent of total students tested | 100 | 100 | 98 | 99 | 99 |
| Number of students alternatively assessed | 0 | 0 | 2 | 1 | 1 |
| Percent of students alternatively assessed | 0 | 0 | 2 | 1 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Meets/Exceeds | 92 | 67 | 88 | 72 | 88 |
| Exceeds | 23 | 30 | 50 | 28 | 38 |
| Number of students tested | 26 | 27 | 26 | 25 | 26 |
| 2. African American Students | | | | | |
| Meets/Exceeds | 88 | 82 | 95 | 79 | 87 |
| Exceeds | 29 | 45 | 35 | 43 | 27 |
| Number of students tested | 17 | 22 | 20 | 14 | 15 |
| 3. Hispanic or Latino Students | | | | | |
| Meets/Exceeds | 100 | 80 | Masked | Masked | Masked |
| Exceeds | 33 | 30 | Masked | Masked | Masked |
| Number of students tested | 12 | 10 | 6 | 5 | 5 |
| 4. Special Education Students | | | | | |
| Meets/Exceeds | Masked | 29 | 71 | 50 | 65 |
| Exceeds | Masked | 0 | 14 | 5 | 20 |
| Number of students tested | 7 | 14 | 14 | 22 | 20 |
| 5. English Language Learner Students | | | | | |
| Meets/Exceeds | Masked | | Masked | Masked | Masked |
| Exceeds | Masked | | Masked | Masked | Masked |
| Number of students tested | 1 | | 4 | 4 | 1 |
| 6. | | | | | |
| Meets/Exceeds | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. The minimum of reporting subgroup is 10. | | | | | |