2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[X] Elementary   [ ] MIddle   [ ] High   [ ] K-12
[ ] Charter   [X] Title I   [X] Magnet   [X] Choice

Name of Principal   Ms. Jackye R. Parker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   William Jefferson Clinton Elementary Magnet School
(As it should appear in the official records)

School Mailing Address   142 Hollywood Avenue
(If address is P.O. Box, also include street address.)

Sherwood	Arkansas	72120-4162
City	State	Zip Code+4(9 digits total)

County   Pulaski   State School Code Number*   6003095

Telephone (501) 833-1200   Fax   (501) 833-1210

Web site/URL www.pcssd.org\clinton   E-mail   jparker@pcssd.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
Principal's Signature

Name of Superintendent   Mr. James R Sharpenone
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Pulaski County Special School   Tel. (501) 490-6200

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Mr. Charlie Wood
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. 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.

6. 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.

7. 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.

8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT   (Question 1-2 not applicable to private schools)

1.   Number of schools in the district:

23	Elementary schools
7	Middle schools
0	Junior High Schools
6	High schools
2	Other
38	TOTAL

2.   District Per Pupil Expenditure: 2609

Average State Per Pupil Expenditure: 3200

SCHOOL   (To be completed by all schools)

3.   Category that best describes the area where the school is located
.
[   ]   Urban or large central city
[X]   Suburban school with characteristics typical of an urban are
[   ]   Suburban
[   ]   Small city or town in a rural are
[   ]   Rural

4.   _____14_____   Number of years the principal has been in her/his position at this school.

_____0_____   If fewer than three years, how long was the previous principal at this school?

5.   Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K	39	40	79		7			0
K	68	57	125		8			0
1	57	69	126		9			0
2	62	54	116		10			0
3	52	62	114		11			0
4	48	52	100		12			0
5	49	56	105		Other			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								765

6. Racial/ethnic composition of the school:

1	% American Indian or Alaska Native
1	% Asian or Pacific Islander
55	% Black or African American
5	% Hispanic or Latino
38	% White

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past yea ___19___ %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	75
(2)	Number of students who transferred from the school after October 1 until the end of the year	63
(3)	Total of all transferred students [sum of rows (1) and (2)]	138
(4)	Total number of students in the school as of October 1	726
(5)	Total transferred students in row (3) divided by total students in row	0.19
(6)	Amount in row (5) multiplied by 100	19

8. Limited English Proficient students in the school: ___2___ %

___14___ Total Number Limited English Proficient

Number of languages represented ___5___

Specify languages: Spanish
                     French
                     Arabic
                     Vietnamess
                     Mongolian

9. Students eligible for free/reduced-priced meals ___60___ %

Total number students who qualify: ___457___

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___8___ %

                                                          __60__ Total Number of Students Serve

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

3	Autism	1	Orthopedic Impairment
0	Deafness	9	Other Health Impairment
0	Deaf-Blindnes	9	Specific Learning Disabilit
0	Emotional Disturbanc	32	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
6	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

Number of Staff

	Full-time	Part-time
Administrator(s)	3	0
Classroom teachers	32	0
Special resource teachers/specialist	2	0
Paraprofessionals	16	0
Support Staff	15	0
Total number	68	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   __24__ **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007		2005-2006		2004-2005		2003-2004		2002-2003	
Daily student attendance	95	%	97	%	96	%	96	%	95	%
Daily teacher attendance	94	%	94	%	93	%	93	%	90	%
Teacher turnover rate	0	%	0	%	0	%	10	%	0	%
Student drop out rate (middle/high	0	%	0	%	0	%	0	%	0	%
Student drop-off rate (high school	0	%	0	%	0	%	0	%	0	%

Please provide all explanations below

PART III - SUMMARY

William Jefferson Clinton Elementary Magnet School (WJC) opened its doors in August 1994 with specialty focus areas of public speaking and technology. Our school population is comprised of students from a neighboring school district (Little Rock) whose parents selected Clinton as their choice, and students from our home school district assigned by attendance zones and district approved permits consistent with court-mandated desegregation guidelines.

Our mission as a school community is to establish a safe nurturing environment while providing a rich and rigorous standards-based curriculum inclusive of technology integration and wellness awareness for each student. Our expectation is that all students will perform at or above the 50th percentile on the nationally normed reference exam or proficient or above on the state mandated benchmark assessment. Embedded in our vision is a desire to build a foundation for each child that will encase endurance, inspiration, and an infinite quest for knowledge. It is our collective charge to groom students to become productive contributing citizens.

We serve a diverse student population whose needs are extensive. We put ourselves in a position to address these concerns through collaborative efforts and decision making by taking risks as we address vulnerable learning situations, participate in focused professional development and use current research-based practices as a backdrop to develop targeted instruction. We are no different than the majority of schools across the United States. Continuous change has become a way of survival and is no longer a choice. It is an absolute if we are to meet the diverse needs of the millennium population.

Since our inception, Clinton has operated as a democratic entity and our organizational culture has been characterized by the valued involvement of all stakeholders. Change is not uncommon, but prior to effectuating change, a pilot program is implemented, results are shared with the entire faculty; and voting follows. It is this three-step process which determines our direction.

Each year we develop a state mandated school-wide improvement plan that serves as our operation 'hub'. This plan specifically addresses literacy, mathematics, school climate, and wellness. Data from various sources are used to guide the development of the school improvement plan.

Over the years, we have transitioned from a non-Title 1 school to a target assisted Title 1 school to a Title 1 school. Funds are used to supplement instructional resources with the addition of a plethora of materials placing emphasis on hands-on manipulatives, levelized readers, trade books, and programs designed to accelerate achievement of learners performing below grade level. As the trend changed and current research supported the need to use funds to seek highly qualified staff to provide instruction for our most vulnerable students, we decided to follow that lead. At this point and time, Title 1 funds the salaries of two (2) certified math specialists/coaches, two (2) certified literacy specialists/coaches, two (2) highly qualified paraprofessionals, and professional development.
We have a total of 40 teachers who are highly qualified in their areas of teaching. Twenty-three hold Bachelor's Degrees; 13 hold Master's Degrees, three (3) hold a National Teacher License Provisional (Non-Traditional), one holds a Doctorate of Education, and two (2) teachers hold National Board Certification.

Our two magnet theme focus areas, public speaking and technology, are engrained throughout the curriculum. Students in grades second through fifth receive formal instruction in both areas. Instruction is facilitated by a certified communications specialist and a certified technology specialist who also serve as resources to teachers, parents and students. Each classroom houses three to four computers and there are two 28-station computer labs. A speech communications classroom and a broadcasting studio are a part of the specialty wing. Extensions of these two components are a daily student-generated news broadcast and a monthly newsletter. Annually, students' speaking abilities and talents are showcased in a play. Students audition and are selected by judges outside of the local school community.

Our curriculum offers not only core and specialty instruction, but students also participate in art, music, and physical education, all of which are facilitated by a certified teacher. In addition, certified teachers provide special services for learning challenged, speech impaired and gifted students. Counseling services are available, and a home/school consultant is on board and is committed to establishing a link between home and school for identified students.

An Extended Day Program is available for students before and after school. The program hours of operation are 6:30 a.m. to 7:50 a.m. and 2:30 p.m. to 6:00 p.m. Payment is by voucher for those who qualify and for those who don't qualify, a minimal fee is required. Students receive a nutritional snack and participate in homework sessions and recreational activities.

It is our belief that when we serve children, we also serve their families.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

For the testing year 2007, 65% of our 3rd grade students scored proficient or better in literacy; 71% scored proficient or better in math. In 2007, 60% of our 4th grade students scored proficient or better in literacy; 66% scored proficient or better in math. In 2007, 68% of our 5th grade students scored proficient or better in literacy; 61% scored proficient or better in math. Our percentages exceed the needed 50% of proficiency AYP in Literacy (Average Yearly Progress) and 48% in math. The AYP is not determined by high scores, it is based on a year to year growth expectancy model for grade levels 3-5 in the areas of math and literacy.

In 2007 the disparity between African American and Caucasian students in 3rd grade scoring proficient was only 8% in Literacy and 10% in Math. In 4th grade there is a 3% disparity in Literacy and 11% in Math. In 5th grade there is a 5% disparity in Literacy and 24% in Math.

In 2007 the disparity between economically disadvantaged students and non economically disadvantaged students in 3rd grade scoring proficient was 7% in literacy and 10% in math. In 4th grade there is an 18% disparity in literacy and 20% in math. In 5th grade there is a 13% disparity in literacy and 14% in math. As we have focused on these subgroups, data shows that we are closing the disparity gap.

In the year 2006 in grade 5 13% of the students scored below basic, 44% basic, 37% proficient, and 6% advanced in literacy. In 2007 12% scored below basic, 23% basic, 42% proficient, 23% advanced in literacy. In the year 2006 in grade 5, 32% of the students scored below basic, 25% basic, 35% proficient, and 8% advanced in math. In 2007 26% scored below basic, 15% basic, 42% proficient, 17% advanced in math. The data shows a decrease in the number of students who scored below basic and basic and an increase in the number of students who scored proficient and advanced.

The school assessment results in literacy and mathematics are based upon a rubric scale resulting in students scoring advanced, proficient, basic and below basic. That rubric is also reflected on our report card as well. This is also helpful when looking at a letter grade in a particular area that would reflect the strands that the subject covers. Advanced students demonstrate superior performance well beyond proficient grade level performance. They can make insightful connections between abstract and concrete ideas and provide well-supported explanations and arguments. Proficient students demonstrate solid academic performance for the grade tested and are well-prepared for the next level of schooling. They can tie ideas together and explain the ways their ideas are connected. Basic students show substantial skills in reading and writing or mathematics; however, they only partially demonstrate the ability to apply these skills. They demonstrate a need for some additional assistance, commitment, or study to reach the proficient level. Below basic students fail to show sufficient mastering of skills in reading and writing or mathematics to attain the basic level.

Other information on the state assessment system may be found at http://arkansased.org.

2. **Using Assessment Results:**

A comprehensive model consisting of both summative and formative assessment data is used to determine the level of student learning, and is also used as a guide to examine what we teach and how we evaluate teaching strategies.   Determining which instructional strategies work and which strategies do not work positions us to focus on improving instruction with the end result of higher student achievement. Assessment not only allows us to determine if instructional strategies are meeting the needs of our learners, but which strategies students respond to best.

Through assessment, we examine learning goals and objectives and use this information to make curricular modifications and to improve instructional strategies. Summative assessment is used to assign grades and formative assessment is used to improve student learning with the end result being higher student achievement.

Professional Learning Communities (PLC) use assessment results to set priorities and instructional goals, select study topics aimed at improving teacher effectiveness, to examine individual teacher weaknesses and strengths, and to pinpoint/address learning gaps. PLCs are comprised of the administrative staff and

school faculty under the guidance of the Title 1 specialists.

Title 1 Literacy and Mathematics Specialists use assessment results to determine professional development activities and model lessons that will support student achievement. Specialists also guide classroom teachers in analyzing Benchmark Assessment (state-mandated criterion-referenced) and IOWA (norm-referenced) data for the purpose of determining both individual and grade-level weaknesses and strengths. The results of these two assessments are used to develop written action plans to address individual learning needs. These plans are referred to as AIPs and IRIs.

3. **Communicating Assessment Results:**

Parents, students and the community have access to student performance data through our local school newsletters and daily news broadcasts. Moreover, this information is disseminated through school, district and state web sites, and through local newspapers. In addition, yearly benchmark celebrations are used to recognize student achievement. Students are also recognized for achievement during awards assemblies throughout the year. Parents are invited and encouraged to attend all school activities.

During Family Nights and Student/Parent/Teacher conferences, parents are given access to performance and assessment data. Both parents and students receive assistance in understanding and interpreting testing methods and data. Our Family Nights generate high interest among parents, students, and staff.

Interim reports and report cards are two essential means of communicating student performance and assessment data. Open House is yet another means of communicating with parents and students. Parent Teacher Association (PTA) meetings are held monthly. These monthly meetings provide ways to share and communicate with parents. We participate in a yearly Magnet School Fair to showcase our school and to inform parents and the community of the unique educational opportunities available at WJC.

All classroom teachers are trained in the use of Edline, an online communication tool, which is used to keep parents and students aware of assignments, weekly activities, and continually updated information on student performance. In addition to Edline, teachers use district issued email accounts to keep the lines of communication open.

4. **Sharing Success:**

William Jefferson Clinton has shared and will continue to share our successes with other schools. One way we share our success is through the Title I Math and Literacy programs. Once a month, Title I specialists from all over the district meet to share information about the various programs and techniques being implemented and to assess their effectiveness. Our Gifted Specialist, Speech Communications Specialist, Technology Specialist, Media Specialist, and Counselors also share Clinton's successes at their monthly meetings with specialists from other schools throughout the district. We also share our successes by hosting professional development classes and professional teacher conferences at various times throughout the year. Additionally, Clinton is the host site for monthly meetings of Professional Learning Communities (PLCs) made up of principals from various schools. Another way we share our success is by honoring requests from other schools to allow their classroom teachers to observe Clinton classroom teachers in action. We also share our success with other schools by inviting them to attend our annual play in which we showcase our students' talents in drama and the performing arts.   Also, Clinton students participate in the annual Magnet Fair which is a combined recruiting effort of our school district as well as neighboring ones. Clinton partners with the University of Central Arkansas by providing an opportunity for undergraduate students to observe technology instruction and to practice teaching in a lab environment using up-to-date technology. We will continue to maintain an open door policy and will take every opportunity to share our successes with other schools.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Students at William Jefferson Clinton are emerged in a balanced literacy approach to reading for 120 minutes per day. Balanced literacy is a framework designed to help all students learn to read and write effectively. These frameworks exist to show us the skills children must learn in order to read well. These skills provide the basis for sound curriculum decisions and instructional approaches that can help prevent the predictable consequences of early reading failure.

WJC uses the standards based approach to teaching mathematics. A standards-based mathematics program is comprehensive and includes the mathematics content emphasized in the student learning expectations of the Arkansas Mathematics Frameworks. Teachers devote 60 minutes per day to mathematics instruction. The standards-base mathematics program is organized into units, modules, or other structures so that students have sufficient time to explore and investigate major mathematical ideas. The units or modules promote the attainment of several instructional objectives, rather than just one.

In social studies we include four major teaching strategies: introducing lessons with clear goals, making ideas clear and useful, ensuring elaboration and guided learning with questions. Social studies provide many opportunities to make connections in other areas such as reading, math, writing, science, art and music.

Our science program includes teaching students to use the three levels of inquiry. The three levels of inquiry are directed, guided and full. In directed inquiry students learn process skills and learn step by step instructions and the teacher directs the activity. In guided inquiry students take more ownership of the inquiry process and the teacher guides the activity. In full inquiry students take the lead in conducting the experiment and the teacher facilitates. All three engage students in activities that build a strong science foundation and help them develop a full understanding of the inquiry process.

The health and physical education curriculum includes topics and information that will help students make informed decisions about their current and long-range health and physical education needs. The active part of this program stresses fitness strategies appropriate for each student's grade level. The life-long use and enjoyment of physical activities for the maintenance of health and recreation are emphasized.

Our music curriculum is a child centered program using sequenced and thematic activities to build musical concepts and skills. The sequenced lessons provide continuity and ensure musical learning. Music celebrates traditional American heritage, reflects cultural diversity and uses age appropriate songs that students love to sing.

In art education students inquire/explore/discover historical, cultural, social, environmental and personal references from which to develop concepts/ideas. Students reflect upon, respond to, and rediscover the artwork and concept of self, of others (past and present), of environments, and of diverse cultures.The frameworks are designed to facilitate learning from grade to grade. The design of this revision allows 3rd grade teachers to readily see what 2nd and 4th graders must master, a 5th grade teacher to readily see what 4th and 6th graders must master, etc.

Standards are a set of expectations for what students will learn. The standards for Arkansas programs are set forth in the Arkansas Frameworks. Standards-based programs are most visible in the classroom as curriculum and are powerful means of implementing comprehensive approach to mathematics concept development and procedural fluency is recommended. A standards-based program is more than a collection of activities.

All kindergarten through fifth grade classrooms have four computers for students to use. Additionally, we have two computer labs and a speech communications lab. Whole classes and small groups utilize our labs. Our certified Technology Specialist and our certified Speech Specialist direct the learning in technology and speech communications.

Students in grades two through five are involved in instruction in keyboarding and technology. Our keyboarding program is Type to Learn. Additionally, students learn to use Microsoft Word, Publisher, Excel, and PowerPoint. Students learn to safely and knowledgeably navigate the Internet. Students are learning to use digital cameras and to edit photographs using Adobe PhotoShop. A monthly newsletter is written and published by a group of fifth grade students.

The focuses of the speech communications specialty are public speaking, drama and television production. Students learn proper skills and techniques for public speaking and a variety of oral presentations. Students are given several opportunities to showcase their talents at school and in the community. Students in grades K through (5) five are given an opportunity to audition for the annual spring production, which provides additional experience in public performance. Fourth and fifth grade students have the opportunity to audition for the morning news broadcast which is student-performed and student-produced.

Technology and speech communications enrich our students' education and their lives in a meaningful way and are an essential part of our school experience. Our teachers are active supporters of the process and use of technology and speech communications to support, enhance and extend the curriculum. Technology and speech communications are an important part of a student's school day.

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

William Jefferson Clinton uses the balanced literacy approach to reading and writing. Balanced literacy is a framework designed to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write. This balance between reading and writing allows students to receive the teaching needed in order to reach grade level status, while allowing students to work at a level that is not frustrating for them. WJC uses four different types of reading experiences: read alouds, shared reading, guided reading and independent reading. Students also participate in shared and individual writing activities each day. The four types of writing experiences are shared writing, interactive writing, Writers' Workshop and independent writing. This approach was chosen for reading because it supports our mission to provide a rich and rigorous standards based curriculum.

Step Up to Writing is a collection of practical strategies designed to engage students of all ages and abilities in process writing with a focus on creativity in the intermediate grades. This program helps students master story, paragraph, essay and report writing. Step Up also includes strategies for improving reading comprehension, confidence in public speaking, note taking skills, vocabulary, and creative writing. Students' writing development is shaped by experiencing different types of writing activities in assisted situations, which are then followed by independent practice.

Writers' Workshop is designed so that students will learn the processes of writing, including brainstorming, writing first drafts, revising the message, editing grammar and spelling, producing final drafts, and publishing for a specific audience. During the Writers' Workshop block, teachers hold individual conferences with students. They understand that students must develop a habit of writing. The goal is that students will value writing as a means of recording information and communicating ideas with others.

3. **Additional Curriculum Area:**

William Jefferson Clinton uses a standards-based approach to teaching Mathematics. The three major goals in our curriculum are to offer students meaningful mathematical problems, to emphasize depth in mathematical thinking rather than superficial exposure to a series of fragmented topics, and to help students develop flexibility and confidence in approaching mathematical problems. Research in mathematics education has consistently found that understanding and skills are best developed when students are allowed to wrestle with new ideas, to create and defend solutions to problems, and to participate in a mathematical community of learners. Teachers insure that all students are included in learning by giving students time to explore problems with more intensity, finding more than one solution to a problem, inventing their own strategies and approaches, choosing from a variety of concrete materials and appropriate technology, expressing their thinking through drawing, writing and talking, working in a variety of groupings and moving around the classroom to explore the mathematics in their environment. Our curriculum is also designed to capitalize on daily discussions to foster students' mathematical confidence which is supplemented through Calendar Math. Classroom discussion fosters the growth of language acquisition and development of reasoning. Visual models are used to help students visualize and verbalize number and geometric relationships.

Our math curriculum is divided into five concept strands with focus lessons providing a structured framework for students to use manipulatives as tools to move students from the concrete to the abstract so that students can achieve understanding and success on assessments. The five strands are number and operation, geometry, algebra, measurement, and data analysis and probability.

Gaining confidence in their abilities to find solutions to mathematical problems using methods that they come up with themselves without relying on directions from the teacher is a result of the use of manipulatives in mathematics. Early exposure to this type of thinking will lead students to a successful future in mathematics.

4. **Instructional Methods:**

A constructivist approach is employed to facilitate student engagement. As students experience learning across the curriculum, various instructional methods are used school-wide including hands-on, team-learning, scaffolding, and reciprocal teaching. All instructional approaches are entrenched with teacher directed/student generated questions and discourse, student oral presentations, writing and technology.

WJC uses a variety of instructional methods to improve student learning. The student-designed and built Butterfly Garden provides opportunities for hands-on science application with the inclusion of literacy, math, and social studies throughout the year. In the area of literacy, some of the approaches are read alouds, shared reading, guided reading, independent reading, and Writers' Workshop. During read alouds, the teacher reads aloud to students. The technique can be related to mini-lessons in reading/writing or to content-area studies. Shared reading engages students in whole group experiences that focus on print conventions and strategies. Students participate in small flexible groups at their instructional level or they work in literacy corners during guided reading. Independent reading allows students to use familiar or easy texts to practice fluency and strategies. Writers' Workshop consists of whole-group mini-lessons which focus on areas of organization, processes, skills, strategies and craft. Teacher-student, peer, and small group conferences are follow-ups to independent writing.

In the area of mathematics a mathematical concept is introduced with manipulatives and students explore this concept in purposeful activities. Manipulatives help students learn by allowing them to move from concrete experiences to abstract reasoning. Studies have shown that students using manipulatives in specific mathematical subjects are more likely to achieve success than students who do not have the opportunity to work with manipulatives. This method of instruction is used to introduce new skills and to guide students toward a deeper understanding of mathematical ideas. Manipulatives are helpful in teaching counting, place value, computation, fractions, ratios, algebra and problem solving. Another method that is used is an investigation approach. Students are given problems to solve collaboratively in a group. Each group is then asked to share their findings with the whole group. The teacher facilitates the discussion to ensure understanding of the mathematical concepts.

5. **Professional Development:**

Opportunities to observe good practices have become the center of our professional development. Through trial and error, we have come to recognize that teachers observing teachers implement good practices, followed by specialists facilitating follow-up discussions have resulted in the most significant changes in teacher behaviors. A major benefit of these changes is that as we learn, we are becoming more efficient diagnosticians and practitioners.

Much of our professional development is district/state-initiated. We 'inhale' the content, and when we 'exhale' we have refined it to meet the needs of both the student and teacher populations.

A direct link between professional development and student achievement is established prior to investing our time and energy. As teachers acquire knowledge and learn to use technology to enhance student learning and assessment, we seek the best practices with the goal of providing optimal learning experiences for all children.

Professional development has and continues to produce teachers who strive to teach for understanding and who recognize the value of developing relationships with their students. Another benefit of professional development is that we are cognizant of the importance of teacher to teacher relationships; we teach each other to be better teachers...we empower teachers to be leaders. Professional development prepares us to teach students from diverse backgrounds whose cognitive abilities are often misunderstood because of language barriers, those who resist the thought of learning, as well as those who exhibit a sponge-like eagerness to learn. Becoming skilled in analyzing student performance data and using that data to improve instruction and student achievement has also had a most relevant and productive impact. All that we seek, all that we strive to learn is reflected in our student performance scores. We have met the growth model and we are committed to sustaining improved student achievement. Professional development aimed at improving teacher effectiveness plays a major role in accomplishing the task that plagues all of us who are determined to make a difference.

We believe that the effects of professional development will be short lived unless opportunities are provided for teachers to practice and put into action what they have learned. As a result of wanting our efforts to provide a dual service, we have collectively ventured into instructional methodologies and approaches that will not only increase student achievement, but also serve as teacher performance enhancers.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA)   Grade 3   Test Benchmark

Edition/Publication Year 2004-2007   Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficent and Advanced	65	68	59		
% "Exceeding" State Standards					
Advanced	23	15	18		
Number of students tested	92	90	68		
Percent of total students tested	99	99	99		
Number of students alternatively assessed	7	6	4		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	61	64	43		
% "Exceeding" State Standards					
Advanced	22	7	6		
Number of students tested	57	45	35		
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	63	69	56		
% "Exceeding" State Standards					
Advanced	27	10	18		
Number of students tested	52	48	39		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test Benchmark

Edition/Publication Year 2004-2007   Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficent and Advanced	77	72	65		
% "Exceeding" State Standards Advanced	32	30	21		
Number of students tested	92	90	68		
Percent of total students tested	99	99	99		
Number of students alternatively assessed	7	6	4		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	72	67	51		
% "Exceeding" State Standards Advanced	27	21	11		
Number of students tested	57	45	35		
2. Black					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	73	67	62		
% "Exceeding" State Standards Advanced	24	23	21		
Number of students tested	52	48	39		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA) Grade 4 Test Benchmark

Edition/Publication Year 2002-2007 Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficent and Advanced	60	65	42	61	62
% "Exceeding" State Standards Advanced	13	21	12	4	5
Number of students tested	98	68	83	84	111
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	7	7	6	8	12
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	51	58	37	51	55
% "Exceeding" State Standards Advanced	7	14	11	2	2
Number of students tested	57	31	46	51	61
2. Black					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	59	69	45	64	51
% "Exceeding" State Standards Advanced	9	23	9	2	4
Number of students tested	54	36	47	42	6
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 4   Test Benchmark

Edition/Publication Year 2002-2007   Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced	66	63	54	67	68
% "Exceeding" State Standards					
Advanced	34	32	18	46	54
Number of students tested	98	68	82	84	111
Percent of total students tested	99	99	99	99	99
Number of students alternatively assessed	7	7	6	8	12
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	56	52	51	61	60
% "Exceeding" State Standards					
Advanced	29	19	13	36	47
Number of students tested	57	31	45	51	67
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	59	61	55	57	57
% "Exceeding" State Standards					
Advanced	25	33	13	39	44
Number of students tested	54	36	47	42	60
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 5   Test Benchmark

Edition/Publication Year 2004-2007   Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficent and Advanced	68	45	46		
% "Exceeding" State Standards					
Advanced	23	6	11		
Number of students tested	72	80	82		
Percent of total students tested	99	99	99		
Number of students alternatively assessed	7	11	14		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	61	46	38		
% "Exceeding" State Standards					
Advanced	14	8	9		
Number of students tested	41	38	53		
2. Black					
% "Meeting" plus % "Exceeding" State Standard					
Proficient and Advanced	66	42	42		
% "Exceeding" State Standards					
Advanced	24	4	7		
Number of students tested	38	45	45		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 5   Test Benchmark

Edition/Publication Year 2004-2007   Publisher Pearson

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Proficient and Advanced	61	43	39		
% "Exceeding" State Standards Advanced	17	8	10		
Number of students tested	72	80	82		
Percent of total students tested	99	99	99		
Number of students alternatively assessed	7	11	7		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	54	44	34		
% "Exceeding" State Standards Advanced	10	13	7		
Number of students tested	41	39	53		
2. Black					
% "Meeting" plus % "Exceeding" State Standard Proficient and Advanced	50	40	33		
% "Exceeding" State Standards Advanced	10	9	4		
Number of students tested	38	45	45		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA)   Grade 3   Test The Iowa Tests

Edition/Publication Year 2001-2002   Publisher Riverside

Scores are reported here as   Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
Total Score	54	60	66		
Number of students tested	99	96	71		
Percent of total students tested	99	99	99		
Number of students alternatively assessed	7	7	3		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black	46	55	69		
Number of students tested	55	51	69		
2. Economically Disadvantaged	53	58	69		
Number of students tested	74	57	69		
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math   Grade 3   Test The Iowa Tests

Edition/Publication Year 2001-2002   Publisher Riverside

Scores are reported here as   Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
Total Score	61	72	63		
Number of students tested	99	96	71		
Percent of total students tested	99	99	99		
Number of students alternatively assessed	7	7	3		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black	57	68	67		
Number of students tested	55	51	67		
2. Economically Disadvantaged	60	66	67		
Number of students tested	74	57	67		
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (LA)   Grade 4   Test The Iowa Tests

Edition/Publication Year 2001-2002   Publisher Riverside

Scores are reported here as   Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
Total Score	49	54	52		
Number of students tested	105	76	82		
Percent of total students tested	99	99	99		
Number of students alternatively assessed	9	8	4		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black	36	53	52		
Number of students tested	56	40	52		
2. Economically Disadvantaged	45	44	52		
Number of students tested	75	39	52		
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math   Grade 4   Test The Iowa Tests

Edition/Publication Year 2001-2002   Publisher Riverside

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
Total Score	63	72	62		
Number of students tested	105	76	82		
Percent of total students tested	99	99	99		
Number of students alternatively assessed	9	8	4		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black	50	68	57		
Number of students tested	56	40	57		
2. Economically Disadvantaged	59	61	57		
Number of students tested	75	39	57		
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (LA)   Grade 5   Test The Iowa Tests

Edition/Publication Year 2001-2002   Publisher Riverside

Scores are reported here as   Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
Total Score	58	41	52		
Number of students tested	78	83	82		
Percent of total students tested	99	99	99		
Number of students alternatively assessed	12	10	8		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black	51	36	49		
Number of students tested	41	44	49		
2. Economically Disadvantaged	50	41	49		
Number of students tested	56	39	49		
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Math   Grade 5   Test The Iowa Tests

Edition/Publication Year 2001-2002   Publisher Riverside

Scores are reported here as   Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
Total Score	67	60	52		
Number of students tested	78	83	82		
Percent of total students tested	99	99	99		
Number of students alternatively assessed	8	10	12		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black	59	55	49		
Number of students tested	41	44	49		
2. Economically Disadvantaged	57	72	49		
Number of students tested	56	39	49		
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					