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   [ ] Title I   [ ] Magnet   [ ] Choice

Name of Principal   Ms. Jean Hernandez

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   Vincent Settlement Elementary

(As it should appear in the official records)

School Mailing Address   1072 Vincent Settlement Road

(If address is P.O. Box, also include street address.)

Sulphur	Louisiana	70665-1072
City	State	Zip Code+4(9 digits total)

County   USA   State School Code Number* 053

Telephone (337) 583-4148   Fax   (337) 583-7542

Web site/URL http://vincentsettlement.cpsb.org   E-mail   jean.hernandez@cpsb.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. Wayne Savoy

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Calcasieu   Tel. (337) 217-4000

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. James Pitre

(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:

32	Elementary schools
13	Middle schools
0	Junior High Schools
11	High schools
4	Other
60	TOTAL

2. District Per Pupil Expenditure: 9875

   Average State Per Pupil Expenditure: 8248

SCHOOL   (To be completed by all schools)

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

4. ___9___   Number of years the principal has been in her/his position at this school.

   _____   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	31	37	68	7	0	0	0
K	45	34	79	8	0	0	0
1	50	48	98	9	0	0	0
2	41	39	80	10	0	0	0
3	52	46	98	11	0	0	0
4	25	34	59	12	0	0	0
5	38	46	84	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							566

6. Racial/ethnic composition of the school:

0	%	American Indian or Alaska Native
0	%	Asian or Pacific Islander
1	%	Black or African American
1	%	Hispanic or Latino
98	%	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 ____5____ %

    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	12
(2)	Number of students who transferred from the school after October 1 until the end of the year	19
(3)	Total of all transferred students [sum of rows (1) and (2)]	31
(4)	Total number of students in the school as of October 1	566
(5)	Total transferred students in row (3) divided by total students in row	0.05
(6)	Amount in row (5) multiplied by 100	5

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

    1   Total Number Limited English Proficient

    Number of languages represented   1

    Specify languages: Spanish

9. Students eligible for free/reduced-priced meals   40   %

    Total number students who qualify: 226

    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: ___16___ %

___88___ 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.

1	Autism	1	Orthopedic Impairment
0	Deafness	18	Other Health Impairment
0	Deaf-Blindnes	37	Specific Learning Disabilit
0	Emotional Disturbanc	29	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	1	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)	2	0
Classroom teachers	26	0
Special resource teachers/specialist	13	2
Paraprofessionals	7	0
Support Staff	13	0
Total number	61	2

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   ___21___ **: 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	96	%	96	%	97	%	95	%	96	%
Daily teacher attendance	96	%	96	%	96	%	0	%	0	%
Teacher turnover rate	0	%	1	%	0	%	0	%	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

The Vincent Settlement family will work together as a team to become lifelong learners.' This mission statement, along with our core values of strong work ethic, compassion, positive attitude, respect, honesty, responsibility, and accountability, exemplify the climate of our school. Vincent Settlement Elementary (VSE) is located in a small, unique, rural community with a population of 5049, and approximately 30 miles from the Gulf of Mexico. Our 'family' is composed of students, faculty, support staff, parents, grandparents, community members, and Partners in Education who all contribute to the support we receive as a close-knit community. The majority of our parents are employed with the local chemical and industrial plants as well as the farming and agriculture industry. VSE serves students in pre-kindergarten through fifth grade with a current enrollment of 566 students and total staff of 65.

Vincent Settlement has a strong support system of parents and family members who help uphold high academic standards. There is an open door policy where parents are welcome to provide support in the classroom, organize successful fundraisers, and donate their time for activities that encourage student success. A Parent Teacher Organization (PTO) which meets monthly to plan support for all school activities. This support allows students to have the opportunity to access the latest technology used to enhance the curriculum with a computer lab as well as multiple online and wireless computers in every classroom. An After School Care program and Summer Daycare program are available to meet the needs of working parents plus a variety of extra curricular activities that involve parents and students such as Student Council, 4-H, and Chorus.

Our school has embraced the Baldrige-based system for continuous improvement of teaching and learning. This system incorporates quality tools and processes which are used throughout the school to add value to the learning experience and to assist in bringing performance to a higher level. All students have personal quality binders which are used to set goals and track data such as grades, attendance, behavior, results from the Accelerated Reader Program, and to track mastery of grade level expectations. Students and teachers use data to meet the individual differences of every student, to guide learning, and to drive instruction. School-wide processes include the use of flow charts, issue bins, plus/deltas, consensograms, and Plan, Do, Study Act (PDSA) cycle for improvement. Student successes are acknowledged through a variety of celebrations.

VSE has been a part of the Teacher Advancement Program (TAP) for 3 years. The Milken Family Foundation designed TAP to support teachers in improving instruction and student achievement through the implementation of four key elements: multiple career paths (master, mentor and career teachers), ongoing applied professional growth (during the school day), instructionally focused accountability and performance based compensation. The Leadership Team at VSE disaggregates the data and research-based instructional methods are chosen based on test data. Two master teachers and five mentor teachers provide grade level career teachers with ongoing applied professional development and instructional feedback in bi-weekly cluster meetings.

VSE is proud to have been awarded state labels of 'Recognized Academic Growth' and 'Exemplary Academic Growth.' We have been selected by the Louisiana Department of Education as a 'Pacesetter School' and have been paired with three schools throughout the state to provide support toward improving student achievement. The Chamber/Southwest Louisiana Quality Council has recognized VSE as a school of 'Significant Achievement' for using the Baldrige criteria for continuous school improvement. VSE measures its success based upon our ability to improve student achievement and to prepare our students to become future leaders.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The state assessments used to measure student performance in Louisiana are iLEAP and LEAP. LEAP is the fourth grade comprehensive high stakes test. iLEAP is the third and fifth grade CRT state test. The state determines student performance based on five achievement levels for both iLEAP and LEAP; Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory. Students with a score of Basic or above have shown they have met the standard and demonstrate they are proficient. Students scoring Mastery or Advanced have exceeded the standard, signifying they are performing above grade level.

Third and fifth grade iLEAP tests, which are aligned with Louisiana grade level expectations (GLEs), were implemented during the 2005-2006 school year. These tests contain both CRT and NRT items. For the past two years, 89% of third grade VSE students have met or exceeded the standard for English Language Arts. Third grade subgroups, economically disadvantaged students and students with disabilities, have shown dramatic gains in ELA over the past two years. Fifth grade ELA students have shown an increase in the last two years with the number of proficient students improving from 71% to 83%. Both fifth grade subgroups also experienced dramatic 15% gains.

Fourth grade LEAP is a comprehensive Kindergarten through fourth grade high stakes state assessment. For the past three years, fourth grade ELA students have shown an increase of 77% proficient in 2005 to 91% proficient in 2007. Economically disadvantaged students have grown from 76% to 88%. The fourth grade ELA subgroup, students with disabilities, showed a decrease in the area of meeting and exceeding, but at the same time increased by 3% in exceeding the standard.

The VSE results in ELA can be attributed to data driven professional development specifically designed to assist students in the critical thinking areas of analyzing and interpreting literature of various genres and utilizing informational resources to answer constructed response questions.

In the area of Mathematics, third grade students have an increase in the last two years with the number of proficient students improving from 84% in 2006 to 89% proficient in 2007. Both third grade subgroups experienced gains of 7% in 2007. Fifth grade Math students have shown an increase in the last two years with proficient students improving from 77% to 78% in 2007. Economically disadvantaged fifth grade students showed a decrease in mathematics from 79% to 63% proficient. Fifth grade students with disabilities showed an increase from 50% to 73% proficient.

For the past three years, fourth grade Math students have shown growth from 86% proficient in 2005 to 91% proficient in 2007. Economically disadvantaged students improved by 6%, while fourth grade students with disabilities decreased from 79% proficient in 2005 to 71% proficient in 2007.

The VSE results in Mathematics have led us to adjust our focus in ELA to a more balanced approach to both Mathematics and English Language Arts. Alignment of classroom assessment and expectations to the standardized tests has proven to be an effective beginning. Aligned classroom assessments have revealed areas of need that are crucial to the understanding of mathematical concepts. In order to move further in our quest to develop independent math thinkers, VSE has outlined a long range plan to address the area of problem solving. The standards in the state mathematics tests that had the lowest percent proficient in grades three, four, and five were areas in which constructed response items required students to solve and explain their thinking in regard to math problem solving situations. As with all of the decisions made at VSE, data trends determine what adjustments will be made to meet the learning needs of our students. We will continue to disaggregate our data to develop and implement research based and field tested strategies that will enhance our student achievement.

2. **Using Assessment Results:**

Assessment results are used to monitor and adjust instruction and identify strengths and weaknesses in the teaching curriculum. Student mastery is targeted and research based strategies are implemented into the instruction. Formative assessments are used to monitor mastery of the grade level expectations (GLEs) in order to determine if adjustments to instruction need to be made. Our TAP Leadership Team analyzes test results from ITBS, iLEAP, and LEAP state assessments. The team meets weekly during the school year to identify areas of need and create cycles that target a specific skill with a research based instructional strategy. Pretests are given to determine current levels of mastery before a cycle begins. During bi-weekly grade level sessions, Master Teachers model field tested strategies that have been

selected to teach upcoming focus skills. Data generated as a result of implementing a given strategy is discussed during cluster meetings in both qualitative and quantitative forms. Post tests are administered at the conclusion of each cycle to determine if the goals for student growth and mastery are achieved.

Students are provided with data from a continuous growth perspective in order to guide them in the process of setting personal goals. Teacher/student conferencing takes place during which students receive information on state assessment results from the prior year and also from the computer based Scantron Performance and Achievement Benchmark Assessment Series. After processing the assessment results on a personal level, students set academic goals for which progress is tracked in data binders. Students and teachers identify action plans to assist in meeting goals. Achievement results are also used to prioritize classroom instructional planning to develop a hierarchy for addressing needs in regard to grade level expectations.

From a long range standpoint, data is used in strategic planning sessions at the beginning of each school year. The faculty stakeholders are given an opportunity to formulate decisions and outline the instructional focus for the academic year.

3. **Communicating Assessment Results:**

Student performance is communicated in many ways to our parents, students, and the community. Parent-teacher conferences are held at the beginning of the school year to present assessment data from the previous year.   ITBS, iLEAP and LEAP results are discussed during parent conferences. The State Department of Education compiles a school report card for parents in the form of a School Performance Score (SPS) brochure. The SPS includes a performance label, growth target for the following year, growth label, student attendance percentage, enrollment statistics with subgroups, class size ratio, and teacher quality statistics. This is also posted online.

All students maintain Quality Data Binders which include class goals and individual goals as well as the tracking of grades, attendance, behavior, and grade level expectations. Teachers conference with students to discuss this data and the binder is sent home weekly for parent review. On a school-wide level, graded papers are sent home every Wednesday and mid-six weeks reports are sent home each six weeks, followed by the student's report card at the end of the six weeks. Teachers conference with parents at least twice a year and hold student-led conferences to keep parents informed of student progress.

The STAR reading test is administered three times a year to determine reading level. This information is communicated to parents through diagnostic reports and places students on an individual reading level for the Accelerated Reader (AR) program. AR provides immediate feedback to students, teachers, and parents after each reading comprehension or vocabulary quiz. Information includes percentage of test items correct and progress toward meeting their goal. The Scantron Performance and Achievement Series is a parish-adopted assessment tool for English Language Arts and Math that is aligned with our state grade level expectations. Results are reported to parents through parent conferences and computer generated reports.

A data board in the front lobby of the school displays our results. It includes things such as standardized test results, STAR test results, AR results, Scantron results, and attendance.

4. **Sharing Success:**

Multiple venues are in place which affords Vincent Settlement Elementary the opportunity to share successes with other schools. In November of 2007, the Louisiana Educators Capacity Building and Collaboration Summit was held in Baton Rouge, Louisiana. Having been identified as a Pacesetter School, Vincent Settlement Elementary was allowed to send representatives to this groundbreaking meeting. Pacesetter Schools are those which have met their growth target for three or more consecutive years. In an effort to provide collaborative ways for educators to network as well as glean success strategies from schools who are showing consistent growth, Pacesetter Schools were partnered with High Need and/or High Priority schools from across the state. Vincent Settlement was partnered with three schools, one for whom we have hosted visitors. During that visit, educators participated in TAP cluster meetings, visited classrooms to observe instructional strategies, and interviewed staff persons with regard to student needs and approaches used to meet those needs.

A monthly parish newsletter entitled 'SHARE' is published online and distributed to educators and business and government leaders as a way of showcasing the accomplishments and successes of

schools on all levels.

Vincent Settlement is fortunate to have staff members who embrace the opportunity to share the successes of our school by presenting at local, regional, and national conferences and serving as participants on panel discussions.

Monthly parish wide administrative meetings are a time during which administrators are provided an informal opportunity to share programs and strategies that are successfully facilitating growth in student achievement.

Calcasieu Parish provides an online Blackboard webpage on which schools can share ideas and accomplishments in order to provide positive reinforcement to their staff and students as well as increase the resources provided to all schools as a tool for creative ideas, critical attributes of successful programs, and motivation for continuous improvement.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The curriculum offered at Vincent Settlement is comprised of both parish/state guidelines in addition to programs that have been field tested and shown to meet the overall needs of our students.

PreK teachers provide 'learning through play' instruction to our four year old population using an eclectic curriculum. Teachers work collaboratively to design units that help students master pre-readiness skills while learning the value of team work.

Children in Kindergarten through third grade address a curriculum which focuses on Reading and Math as the backbone of instruction. The state Comprehensive Curriculum is the driving force from which teachers ascertain which grade level expectations are appropriate for their students. The use of the parish adopted basal series combined with the implementation of the Accelerated Reader program strives to produce independent students who read and comprehend on an appropriate level. Students who indicate at risk reading behaviors are provided multi-sensory instruction through small group Project Read instruction, which is funded by the state K-3 initiative. Growth in grade level equivalencies and instructional levels are assessed three times per year using the STAR test as a tool. New instructional strategies, chosen to meet student needs as determined by current data, are field tested to formulate critical attributes necessary for successful delivery. Pre and post tests are administered to determine level of mastery of skills taught.
As early as PreK, students are consistently given opportunities to participate in developmentally appropriate writing processes. Students receive guided practice in completing each of the established steps of developing a writing publication, from brainstorming to a final copy.

The Math curriculum for grades K-3 also originates with the state Comprehensive Curriculum and is strengthened by additional resources. Teachers receive training in using Exemplars as a means of building solid problem solving skills in students. An emphasis is placed upon mastery of basic computation skills, which is viewed as a prerequisite for success in the critical thinking required for problem solving.

In these Primary grades, Social Studies skills are taught using a project based platform. Students learn research and presentation skills through the implementation of the Independent Investigation Method(IIM). Collaboration among all curriculum areas is evident as research is supported through the teaching of music, art, movement, and games. Teachers in grades four and five teach in a departmentalized setting in order to allow instructional staff to present material from their area(s) of expertise. Reading instruction for intermediate students is presented through the use of a basal series in conjunction with novel studies. Project Success Enrichment is a supplemental resource used to enhance students' language arts literacy as well as to provide an approach which integrates literature, higher order thinking skills, and multiple intelligences into the writing process. The Comprehensive Curriculum combined with the use of Exemplars continues to provide a Math curriculum that focuses on producing students who can problem solve on an independent level. Teachers have access to multiple Foss Kit Science units as a resource for planning and delivering science lessons that offer hands on opportunities and enable students to become self directed and engaged in their own learning. Our upper level students add to the school wide IIM Research Projects by choosing topics that relate to Social Studies grade level expectations (GLEs) for their grade.

Special education students receive services from certified teachers either on a pull out basis or in an inclusion setting, depending on students' needs.

An arts program consisting of Music Performance and Physical Education incorporation of dance and expression through movement is provided for students in all grade levels.

Academically able students in grades four and five meet daily with a French instructor for the purpose of building a foundation for the development of a second language. Students who would benefit from remedial instruction in the areas of Math and Reading receive small group assistance during this foreign language time slot.

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

The reading curriculum consists of several programs which embrace a variety of different learning styles. The parish adopted basal reading series by Scott Foresman incorporates phonics, reading comprehension, language, spelling, social studies, science, and technology connections along with supplemental skill-based

leveled readers. This series is used in the classroom as a resource to the Louisiana Comprehensive Curriculum which aligns state-wide standards, benchmarks, and grade level expectations. The No Child Left Behind Act and the state's K-3 Initiative promote an increased focus on early reading interventions. Project Read, a phonics based program, integrates multisensory activities for reading readiness at the lower elementary level and a comprehension and writing approach at the upper elementary level. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of standardized, individually administered assessments of early literacy development that are designed to monitor the development of reading skills of kindergarten through third grade students. The Accelerated Reader (AR) program is implemented school-wide to encourage a love for reading while providing students an individualized approach for reading success. Reading comprehension and vocabulary quizzes are available on over 100,000 children's books. AR students set individual goals and diagnostic reports allow teachers to monitor student performance. Teachers enhance the reading curriculum by utilizing best practices that motivate students to improve academic achievement while providing the strategies and tools necessary for success in reading. Teachers implement a variety of approaches such as utilizing novel units which integrate with other disciplines. Independent Investigation Method (IIM) engages students in research using a seven step method. Thinking Maps empower students to transfer thinking skills into visual organizers. Kagan learning structures provide opportunities for students to work cooperatively in teams or groups. Finally, H.O.T.S. enforces Bloom's questioning techniques with higher order thinking skills during instruction. The chosen reading curriculum aligns essential content, instructional strategies, effective tools for learning, and performance based classroom assessment to increase student achievement.

3. **Additional Curriculum Area:**

After analyzing standardized test results and focusing on the school mission statement 'The Vincent Settlement Family will work together as a team to become lifelong learners,' a need to strengthen the math curriculum was identified. Based on school data, a school-wide focus on problem solving was identified as an area of need and targeted using a variety of strategies. Teachers utilize the parish adopted math series Scott Foresman as a resource to the Louisiana Comprehensive Curriculum which aligns state-wide standards, benchmarks, and grade level expectations. Teachers incorporate Exemplars Math which provides differentiated standards based instruction of problem solving, reasoning and proof, communication, and mathematical connections, representations, and extensions using rubrics for assessment and academic feedback. Scantron, a Performance and Achievement Benchmark assessment for third through fifth grades, provides teachers with valuable information regarding mastery of grade level expectations in order to prioritize math instructional strategies.

Enrichment staff support math instruction by incorporating math literature, game-like activities, and addressing everyday mathematical skills into the curriculum based on formative assessments and teacher feedback. Teachers utilize a variety of best practices such as thorough modeling, using visuals, hands on manipulatives, and technology for reinforcement of math instruction. Literature and newspaper data are implemented in the math classroom to reveal the real world connection for students. Thinking Maps give students the ability to transfer mathematical thinking into visual organizers and communicate thinking processes. Teachers provide small group instruction and encourage students to work cooperatively in teams while providing necessary academic feedback. Ongoing formative assessments are used to monitor mastery and to adjust instruction. These mathematical approaches and strategies in our chosen curriculum allow for student opportunities and experiences that will help them to become the successful problem solvers of the future.

4. **Instructional Methods:**

The task of choosing, developing, and implementing instructional methods which will improve student learning is monumental. A multitude of aspects and end results must be considered.

Many methods may have positive attributes, while at the same time not be suitable for the student population of a school. The faculty of VSE gives focus to the indicators of the TAP instructional rubric when choosing instructional methods i.e. does a method lend itself to the effective teaching steps that are addressed in daily lessons. The TAP instructional rubric, which outlines twelve crucial indicators of an exemplary lesson, is the anchor for all VSE lesson development.

It is a strong belief among our administration and faculty that an emphasis on cooperative grouping is crucial in providing children with the ability to work in society as a team and to learn from each other's

strengths and weaknesses. Much professional development has been devoted to training teachers in the use of Kagan structures. Choosing from this menu of structures enables teachers to empower students who might normally blend in with the background noise of a busy classroom to take risks in sharing their knowledge and to learn from their mistakes without repercussion.

While 'differentiation' is a buzz word in the world of education, it is also the premise for meeting the needs of all students. Small group instruction is essential to adequately provide presentation of material and academic feedback in a way that addresses the many learning styles that exist in a typical classroom. Students must be provided with a variety of formats in a spiraled curriculum in such a way that mastery of skills is established.

Past data indicates that VSE students have a need for improvement in critical thinking skills. Efforts to grow independent thinkers are seen in the use of higher level questioning, Thinking Maps, providing constructed response assessment items on which students are required to share their thoughts in written word, and presenting Exemplar word problems for which children must go through methodical steps of problem solving.

5. **Professional Development:**

Vincent Settlement Elementary (VSE) has been a TAP (Teacher Advancement Program) school since 2005. TAP schools have job embedded professional development through bi-weekly cluster (grade level) meetings which are led by Master Teachers. In these cluster meetings, teachers develop proficiency in teaching student centered strategies that directly address areas of weakness determined by state tests, parish benchmark tests, and specific skill area pretests. The professional development provided to teachers is determined through a data driven approach. Currently, the school is focusing on problem solving in mathematics due to recent standardized test results.

For the past two years, English Language Arts and critical thinking has been the primary focus area for all professional development. VSE data revealed a need for professional development in three English Language Arts areas. By directly addressing these challenging areas school-wide, 'Analyzing and Responding to Literature' increased from 47% to 65%, 'Applying Reasoning and Problem Solving with Literature' increased from 59% to 75%, and 'Locating, Selecting, and Synthesizing Information' increased from 58% to 74%. Strategies to address these areas were modeled in cluster meetings and classrooms by Master, Mentor, and Career teachers. The strategies introduced in TAP cluster meetings that led to dramatic gains in ELA student achievement addressed critical thinking skills such as inferencing, outlining, paraphrasing, constructed response, self assessment/reflection, and main idea and details.

Teachers are provided other opportunities for professional development through school in-service days, parish in-service days, site visits to other high performing schools, faculty meetings, and specific teacher requested professional development opportunities approved by the principal. The Leadership Team also attends the TAP Summer Institute each year which helps build the capacity of the team to meet our teachers' professional needs as determined by the TAP instructional rubric evaluations. Due to extensive professional development opportunities, the staff at VSE is proficient in many high quality technological, motivational, managerial, and instructional methods.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA)   Grade 3   Test iLEAP

Edition/Publication Year 2001-2002   Publisher Riverside Publishing

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient (Advanced, Mastery, Basic)	89	89			
% "Exceeding" State Standards					
Advanced and Mastery	44	40			
Number of students tested	55	82			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient (Advanced, Mastery, Basic)	80	78			
% "Exceeding" State Standards					
Advanced and Mastery	35	30			
Number of students tested	20	27			
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient (Advanced, Mastery, Basic)	70	50			
% "Exceeding" State Standards					
Advanced and Mastery	0	0			
Number of students tested	10	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 3   Test iLEAP

Edition/Publication Year 2001-2002   Publisher Riverside Publishing

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient (Advanced, Mastery, Basic)	89	84			
% "Exceeding" State Standards					
Advanced and Mastery	42	34			
Number of students tested	55	82			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient (Advanced, Mastery, Basic)	85	78			
% "Exceeding" State Standards					
Advanced and Mastery	35	22			
Number of students tested	20	27			
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient (Advanced, Mastery, Basic)	90	83			
% "Exceeding" State Standards					
Advanced and Mastery	20	17			
Number of students tested	10	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 5   Test iLEAP

Edition/Publication Year 2001-2002   Publisher Riverside Publishing

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient (Advanced, Mastery, Basic)	78	77			
% "Exceeding" State Standards					
Advanced and Mastery	12	18			
Number of students tested	76	62			
Percent of total students tested	100	100			
Number of students alternatively assessed	3	3			
Percent of students alternatively assessed	4	5			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient (Advanced, Mastery, Basic)	63	79			
% "Exceeding" State Standards					
Advanced and Mastery	3	26			
Number of students tested	32	19			
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient (Advanced, Mastery, Basic)	73	50			
% "Exceeding" State Standards					
Advanced and Mastery	0	10			
Number of students tested	11	10			
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 (ELA)   Grade 5   Test iLEAP

Edition/Publication Year 2001-2002   Publisher Riverside Publishing

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient (Advanced, Mastery, Basic)	83	71			
% "Exceeding" State Standards					
Advanced and Mastery	28	18			
Number of students tested	76	62			
Percent of total students tested	100	100			
Number of students alternatively assessed	3	3			
Percent of students alternatively assessed	4	5			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient (Advanced, Mastery, Basic)	78	63			
% "Exceeding" State Standards					
Advanced and Mastery	16	21			
Number of students tested	32	19			
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient (Advanced, Mastery, Basic)	55	40			
% "Exceeding" State Standards					
Advanced and Mastery	9	0			
Number of students tested	11	10			
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 LEAP

Edition/Publication Year 2001-2002   Publisher Riverside Publishing

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards % Proficient (Advanced, Mastery, Basic)	91	82	86		
% "Exceeding" State Standards Advanced and Mastery	29	31	27		
Number of students tested	85	77	71		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	1	2		
Percent of students alternatively assessed	1	1	3		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard % Proficient (Advanced, Mastery, Basic)	88	72	82		
% "Exceeding" State Standards Advanced and Mastery	15	28	29		
Number of students tested	34	32	34		
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard % Proficient (Advanced, Mastery, Basic)		62	79		
% "Exceeding" State Standards Advanced and Mastery		23	16		
Number of students tested		13	19		
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 (ELA)   Grade 4   Test LEAP

Edition/Publication Year 2001-2002   Publisher Riverside Publishing

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Proficient (Advanced, Mastery, Basic)	91	90	77		
% "Exceeding" State Standards					
Advanced and Mastery	42	32	18		
Number of students tested	85	77	71		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	1	2		
Percent of students alternatively assessed	1	1	3		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient (Advanced, Mastery, Basic)	88	81	76		
% "Exceeding" State Standards					
Advanced and Mastery	29	25	18		
Number of students tested	34	32	34		
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
% Proficient (Advanced, Mastery, Basic)	71	69	74		
% "Exceeding" State Standards					
Advanced and Mastery	14	8	11		
Number of students tested	7	13	19		
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 (ELA)   Grade 3   Test Iowa Test of Basic Skills

Edition/Publication Year 2001-2002   Publisher Riverside Publishing

Scores are reported here as   Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March		
SCHOOL SCORES*					
Total Score			76		
Number of students tested			73		
Percent of total students tested			100		
Number of students alternatively assessed			1		
Percent of students alternatively assessed			1		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
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 Iowa Test of Basic Skills

Edition/Publication Year 2001-2002   Publisher Riverside Publishing

Scores are reported here as   Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March		
SCHOOL SCORES*					
Total Score			75		
Number of students tested			73		
Percent of total students tested			100		
Number of students alternatively assessed			1		
Percent of students alternatively assessed			1		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
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 (ELA)   Grade 5   Test Iowa Test of Basic Skills

Edition/Publication Year 2001-2002   Publisher Riverside Publishing

Scores are reported here as   Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March		
SCHOOL SCORES*					
Total Score			72		
Number of students tested			66		
Percent of total students tested			100		
Number of students alternatively assessed			0		
Percent of students alternatively assessed			0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
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 Iowa Test of Basic Skills

Edition/Publication Year 2001-2002   Publisher Riverside Publishing

Scores are reported here as   Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month			March		
SCHOOL SCORES*					
Total Score			72		
Number of students tested			66		
Percent of total students tested			100		
Number of students alternatively assessed			0		
Percent of students alternatively assessed			0		
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
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					