

**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**

*U.S. Department of Education*

**Cover Sheet**

Type of School:  Elementary  Middle  High  K-12

Name of Principal Mrs. Lee Ann Lyons  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Meramec Elementary School  
(As it should appear in the official records)

School Mailing Address 400 S. Meramec  
(If address is P.O. Box, also include street address)

St. Louis MO 63105-2531  
City State Zip Code+4 (9 digits total)

County St. Louis School Code Number\*096-102

Telephone ( 314 ) 854-6300 Fax ( 314 ) 854-6348

Website/URL www.meramec.clayton.k12.mo.us E-mail Leeann\_Lyons@clayton.k12.mo.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Don Senti  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of Clayton Tel. ( 314 ) 854-6000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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**[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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2004-2005 school year.
3. If the school includes grades 7 or higher, it has 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the 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

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       3   Elementary schools  
   1   Middle schools  
   0   Junior high schools  
   1   High schools  
   \_\_\_\_\_ Other
- 5   TOTAL
2. District Per Pupil Expenditure:       13,739.30
- Average State Per Pupil Expenditure:   7,394.00

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural
4.   1   Number of years the principal has been in her/his position at this school.
- 21 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
PreK	0	0	0	7			
K	40	23	63	8			
1	29	22	51	9			
2	26	27	53	10			
3	30	32	62	11			
4	32	29	61	12			
5	24	37	61	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>351</b>

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |       |                                    |
|-------|------------------------------------|
| _____ | 70 % White                         |
| _____ | 21 % Black or African American     |
| _____ | 1 % Hispanic or Latino             |
| _____ | 7 % Asian/Pacific Islander         |
| _____ | 1 % American Indian/Alaskan Native |
|       | <b>100% Total</b>                  |

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

7. Student turnover, or mobility rate, during the past year: \_\_\_\_\_ 3 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	12
<b>(4)</b>	Total number of students in the school as of October 1	351
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	0.0341
<b>(6)</b>	Amount in row (5) multiplied by 100	3.42

8. Limited English Proficient students in the school: \_\_\_\_\_ 5%  
 \_\_\_\_\_ 16 Total Number Limited English Proficient

Number of languages represented: \_\_\_\_\_ 9

Specify languages: Spanish, Russian, Chinese, Korean, Polish, Japanese, Hungarian, Vietnamese, Bulgarian

9. Students eligible for free/reduced-priced meals: \_\_\_\_\_ 12%

Total number students who qualify: \_\_\_\_\_ 43

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: 12 %  
41 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>2</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>2</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>    </u> Emotional Disturbance	<u>12</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>    </u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>6</u> (Emotional Disturbance)

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>    </u>
Classroom teachers	<u>18</u>	<u>    </u>
Special resource teachers/specialists	<u>8</u>	<u>    </u>
Paraprofessionals	<u>8</u>	<u>    </u>
Support staff	<u>6</u>	<u>2</u>
Total number	<u>41</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio: 20 to 1

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	96%	97%
Daily teacher attendance	96%	93%	94%	93%	92%
Teacher turnover rate	0%	0%	6%	6%	6%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

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Meramec Elementary School in Clayton, Missouri, is nestled in a tree-lined neighborhood of suburban St. Louis, Missouri. The school has a rich history and has enjoyed nearly seventy years of educational excellence. Meramec was a member of the first group of elementary schools in the state of Missouri to receive the Distinguished Certificate of Honor and reach exemplary state status for excellent work. Meramec was also a member of the first group of elementary schools in America to receive the Distinguished Certificate of Honor for achieving National Exemplary Status for excellence in educational work.

It is not unusual to find several generations of families represented among our current school population of 350 students. Families have a strong desire to offer their children an education with high academic standards in a student-centered school. The rich diversity of our school population is valued. Our guiding principles state, "Diversity enriches our lives, mirrors our world, and reflects our future". Twenty-one percent of our students are African American who commute daily from the city of St. Louis as participants in the Voluntary Transfer program. Five percent of the Meramec student body originate from 11 countries. Meramec Elementary School is well known as a place where students, staff, administration, parents and community members work together in harmony.

The district and school mission enables the school to focus on the teaching and learning process. All learning activities are driven by a strong belief that it is essential "...to strive to develop in all the children the strength of character, the skills, the knowledge and the wisdom necessary to build creative, productive lives and contribute to global society". It is believed that fulfillment of this mission is only possible by "...knowing students well, valuing every child and placing students at the center of every decision". The individuality of every learner is recognized and welcomed. Members of our Meramec community including outstanding teachers, excellent support staff, supportive parents and energetic volunteers, work together to support each child's success.

The District's curriculum was enlivened by implementing teacher-written curriculum and by creating a student-centered philosophy and pedagogy. There has been a purposeful design of learner objectives, instructional practices and assessments in each curriculum area to align with Missouri Content and Process Standards. With this alignment in mind, teachers are purposeful in defining critical learning or understandings and skills, and assessing students for what they have learned. Technology supports all learning and is embedded in our curriculum. Continuously examining the curriculum; teaching practices and programs is an exciting way of life. Teachers, parents and students are involved in goal setting activities. Effective assessment, self-examination and reflection inform teachers in their work.

Professional development programs and Professional Learning Communities are designed to support teachers in their growth. The strength of effective instructional methods and programs at Meramec Elementary School is characterized by a solid and balanced perspective, which blends valued and timeless educational methods with newer and timelier discoveries.

Meramec students look forward to entering a school where nurturing and caring staff members greet them. There is no such thing as a routine day; talented teachers and students plan rigorous daily schedules that move students onward and upward in their quest for knowledge. Studies enhanced by exciting and engaging activities, where daily decisions are based on the best interests of students, balancing individual and group needs. Character education is woven into daily experiences. The school culture nurtures both the joy of learning and the satisfaction of achievement. The Meramec School community fosters the development of students who accept responsibility for their learning and feel supported in their ability to create positive futures for themselves.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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Public Schools

### **1. Describe the meaning of the assessment results in such a way that someone not intimately familiar with the tests can easily understand them.**

The Missouri Assessment Program (MAP) currently assesses elementary students in Communication Arts in grade 3 and in Mathematics in grade 4. Item content reflects Missouri standards aligned with district curriculum, resulting in achievement level scores that report students' performance. High levels of participation in the Missouri Assessment Program have been maintained in the most recent five-year period with 97-100% of third and fourth graders taking part in the MAP. Very few students have required alternative assessments in any year.

The State of Missouri considers students scoring At or Above Basic to be those scoring at or above the Nearing Proficiency achievement level. For the past five years, 88% or more of Meramec third graders have scored At or Above Basic/Nearing Proficiency in Communication Arts, and 92% or more of Meramec fourth graders have scored At or Above Basic/Nearing Proficiency in Mathematics since Spring 2000. Proficient is the desired achievement level for all students to demonstrate knowledge and application of the Missouri Show-Me Standards. Third graders at Meramec have shown strong performance in Communication Arts, ranging from 55.9% to 80% At or Above Proficient level since 2000. Similar levels of proficiency may be seen in Mathematics, where 54.4% to 78.4% of Meramec fourth grade students have scored At or Above Proficient in the past five years, and Spring 2004 proficiency in Mathematics was the highest of the five-year period. Students scoring at the Advanced level demonstrate an in-depth understanding of all concepts and apply that knowledge in complex ways. In fourth grade Mathematics, increasing numbers of students have scored at the Advanced level, ranging from a low of 15.8% in 2002 to a high of 31.7% in 2004.

MAP results are also disaggregated by ethnic group, by IEP status, and by socioeconomic status based on free/reduced lunch program participation. When there are less than five students in any of these groups at a grade level, disaggregated data are not provided to districts. On the attached charts, the numbers of students in the subgroups of Free/Reduced, IEP, and Black range from 5 to 17; therefore, the determination of their statistical significance must take into account these low numbers. The charts also show that the achievement of Black students at Meramec has been improving in some areas. The percentages of Black third graders scoring At or Above Proficient in Communication Arts steadily increased since 2000, from 33% in 2000 to 43% in 2003. In Mathematics, more Black fourth graders scored At or Above Proficient in 2004 (37.5%) than in the previous four years. In Communication Arts, the percentages of Meramec third grade students with IEPs scoring At or Above Proficient have steadily increased since 2000, with a high of 42.9% in both 2002 and 2004. The academic achievement of Meramec African American and IEP students continues to be a priority area; however, caution must be observed when interpreting results comparing scores of subgroups due to the small number of students in these subgroups at Meramec School.

Test data charts for Communication Arts and Mathematics are found at the end of this application on pages 13 through 16. Information on the state assessment system may be found at [www.dese.state.mo.us](http://www.dese.state.mo.us)

**2. At Meramec School assessment data is carefully looked at from several perspectives in order to understand and improve student and school performance.**

Standardized testing data are reviewed by the principal, counselor and the District Assessment Director. Trends and patterns are carefully studied throughout the building and within each grade level. Overall improvements are noted as well as any gaps. The principal and counselor review the results of individual students. The next series of critical meetings are scheduled with each classroom teacher, counselor, and principal to make certain each child's individual needs are being met. Teachers also receive a copy of last year's students' results along with their current students test results. This practice enables each teacher to use the previous year's test results to assess curriculum and instruction. After this series of meetings the entire faculty comes together with our District Assessment Director for our annual "Data Dig" the entire group looks carefully at implications for instructional practice.

Patterns in grade level results are used to guide our alignment of curriculum benchmarks to the Missouri Assessment Program (MAP). We compare individual student test results to classroom performance and progress recorded by report cards, teacher observations and portfolio contents. Test strategies and interventions are put into place to bridge these gaps. Disaggregated reports for gender, race, and ethnicity are used in similar ways. Specialists and special education staff work with the data to guide adaptations and modifications for each child. Specialists have input during learning support team meetings and student assistance team meetings (Care Team). Our faculty is currently participating in professional development where we look at student work to inform our practice and improve our student's written communication skills. Through ongoing study and close scrutiny of our students' assessment results and performance, classroom differentiation is planned with intentional use of our resources and structures for the success of every child.

**3. Student performance is communicated in multiple ways to parents, students and community.**

The District's Report Card, a publication from the state, reports annual student performance to our community. Our District Assessment Director mails each family individual student results, along with explanations and information regarding parent meetings on this topic. Our principal disseminates information about assessment through the school newsletter. Parents have an opportunity for additional conversations about assessment through dialogues, curriculum committees, and focus groups. Our school counselor helps individual parents understand their child's test results. Classroom teachers call parents if the results of the assessment do not reflect the student's daily work and progress. Students learn to review their own portfolios, analyze their progress and set goals based on this information. Classroom teachers help students set and achieve goals by designing student-friendly rubrics and conferencing. Students also become proficient at developing scoring guides to assess their learning. Parents and students receive progress reports at the conclusion of the second and fourth quarters. Parents are asked to review these reports with their child and respond with goals the student and parent have set for the second semester.

Another opportunity for communication to parents is at the conclusion of the first and third quarters when parents and teachers participate in individual conferences. Students are invited to participate in their third quarter conference sharing the contents of their portfolio. Most importantly these quarterly conferences or reports reflect the cumulative on-going assessment that happens on a daily and weekly basis. Our school enjoys ongoing, open communication with parents through e-mail, voice mail, frequent communication and strong parent involvement in the school. This network provides a cohesive partnership to support our students.

**4. There are many ways Meramec School has shared and will continue to share its successes with other schools.**

Each year teams of teachers attend the Assessment Training Institute in Portland, Oregon and share with teachers and schools across the country. Our school welcomes visits of teacher and administrator teams

from other districts to share our successes that are informed through use of effective assessment, goal setting, and instructional practices. Through our involvement in professional development, memberships and activities in professional organizations, and technological networking, we invite schools to contact us for information about our programs. There are multiple opportunities within our district for administrators, curriculum coordinators, and teachers to share successes. We have regularly scheduled meetings including Curriculum Council, Administrative Council and Leadership Council to facilitate these conversations. Most recently our Professional Learning Communities structure has allowed us to maximize communication about successes in our work.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Describe the school’s curriculum and show how all students are engaged with significant content based on high standards.**

Our core curriculum consists of several components -- literacy, mathematics, social studies, science, health, physical education, art, music, Spanish and character education.

The literacy curriculum includes oral and written communication, spelling, handwriting and reading. Teachers have developed a written communication curriculum using a common language for instruction and consistent assessment techniques (scoring guides, anchor papers), providing articulation from one grade level to the next of student achievement and instructional needs. Using a combination of Key Stage word lists, personally student selected words, content vocabulary and specified spelling strategies, the spelling curriculum is designed to insure vertical alignment and continuity from kindergarten through fifth grade. Handwriting is taught in grades K-5. The reading curriculum uses authentic, rich literature, taught through a variety of instructional practices. Lessons are developed around core literature selections recommended by the district’s Literacy Committee and District Key Stage benchmarks aligned to Missouri Standards. Published and teacher created communication arts assessments which integrate the strands of the literacy curriculum are used to evaluate student progress in content knowledge and application. Teams which include administrators, classroom teachers, specialists and support teachers, meet on a quarterly basis to review progress made by students as evidenced through formal and informal assessments, and to determine the most appropriate differentiated curriculum and instruction to assure their progress in literacy.

The mathematics curriculum is the Everyday Math program by SRA McGraw-Hill. Planning and instruction are guided by learning goals of Everyday Math which are aligned with District grade level benchmarks, Missouri State Standards for mathematics and the revised standards of the National Council of Teachers of Mathematics (NCTM). Teams of teachers meet on a quarterly basis to review assessment data on student progress and to determine appropriate differentiated curriculum and instruction to meet the mathematical needs of students. The science and health curricula are written and revised on a regular schedule by District teams of grade level teachers and District committee members. The curriculum is based on District grade level benchmarks that align with state learning outcomes and National Standards. Science and health curricular materials consist of selections of nonfiction books and hands-on lab equipment designed to support the inquiry model of the science and health curricula. Assessments of student learning are designed to evaluate their understanding of concepts and ability to apply scientific process and reasoning skills. The social studies curriculum explores the strands of culture, government, history, economics and geography within the context of integrated grade level topics. Thematic units allow exploration of topics through inquiry projects, nonfiction texts, authentic documents, maps and simulation activities. The district’s curriculum document and grade level benchmarks are aligned with Missouri state learning outcomes and standards of the National Council of Teachers of Social Studies. Content and materials are modified, instruction differentiated and project expectations tiered so each student will be challenged and successful in their endeavors. The Spanish curriculum, implemented in grades 1-5, is designed to correlate with vocabulary and concepts taught in the content areas at each grade level while also teaching Spanish language processes. Specialty teachers in the areas of art, music and physical education work collaboratively with classroom teachers allowing for integration of concepts and activities across the curriculum. These programs align with district, state and national learning outcomes and standards. Students are routinely assessed and progress toward the standards is reported in each student’s semester progress report. Character Education is imbedded in an all school assembly each Monday morning. The character education curriculum is delivered in a multiage group setting, allowing staff and students throughout the school to interact with a common focus on developing life skills. In addition to multiage group settings, character education at each grade level covers a curriculum content taught collaboratively by classroom teachers and the school counselor.

## **2. Describe the school’s reading curriculum including why the school chose this particular approach to reading.**

The reading curriculum is part of a comprehensive District language literacy program in which reading and writing are taught as reciprocal processes. The program uses an integrated approach and is literature based. Reading and writing activities are designed to build an understanding of language systems and skills. Instruction in reading strategies, phonics, spelling, grammar, vocabulary and handwriting is embedded within reading and writing activities. This approach to reading was recommended by the District Literacy Committee after extensive research into best practices. Based on this research, seven “essential practices” were incorporated into classroom instruction: shared reading, independent reading, discussion, writer’s workshop, assigned writing, inquiry projects and celebrations/demonstrations of learning.

Our curriculum is designed to help students comprehend, evaluate, appreciate, and produce written text. We have purposely chosen not to use basal readers in our literacy program. Through the use of core literature carefully selected for each grade level, we strive to develop an appreciation of quality literature and writer’s craft. Students are exposed to a wide variety of genres with the expectation that they will pursue personal reading and writing interests. Consistent time devoted to reader’s workshop and writer’s workshop allows students to hone skills. Direct instruction in craft lessons provides models and a framework to guide their efforts. Whole class and flexible group instruction paired with individual reading and writing conferences allow us to meet varied student needs. Upon graduating Meramec, we expect our students to be reading at or above grade level across a variety of text, with a thorough understanding of how to make connections with text for educational and aesthetic purposes.

In 1996 the Start Off Accelerating Readers (SOAR) early intervention program was implemented. SOAR was created in response to data indicating that some Clayton students consistently did not become readers in the early grades solely through the efforts of classroom teachers and available small group assistance. The SOAR program is modeled after the internationally acclaimed and research based Reading Recovery model and is available to our first grade students.

## **3. Describe one other curriculum area and show how it relates to essential skills and knowledge based on the school’s mission.**

Our district’s mission in science is multidimensional. We strive to encourage within students an attitude of inquiry in the world around us, excite within them an interest in the nature and process of science, and provide them a forum to explore the relationships of science with society, technology, mathematics, and other disciplines. Science education should produce scientific literacy and an understanding of how choices affect people and the environment. Progressive units have been created for grades K-5 which incorporate learning through thematic instruction involving research and inquiry. Kindergartners study seasons using the school grounds as a lab. Each kindergarten class “adopts” a tree to study over the course of the year. They draw their trees, collect leaves and seeds from them and observe seasonal changes. Third graders use tools such as thermometers, barometers and anemometers to study characteristics, patterns of and changes in weather components. They learn how weather in various geographical regions affects the cultures of people in those regions. Fifth graders study microbiology. They use microscopes to observe microorganisms and read about microbes that cause the diseases mentioned in their social studies curriculum (malaria, tuberculosis).

These units have been purposefully designed to cultivate our students’ curiosity about the natural world, and provide them with a foundation of process skills, leading to organized reasoning, analytical thinking, and problem solving. We provide our students with a foundation of scientific concepts and knowledge, and help them build skills through which they can continually update their knowledge. Teacher created performance events are used to assess student progress in both content and process skills that have been identified as district benchmarks which are aligned with state learning outcomes and National Standards.

For example, fifth graders at the end of their chemistry unit are asked to identify a mystery powder that has been spilled in their room. They are asked to complete a report of their findings.

Differentiation of material and content of science units allows all students to participate in ways that are meaningful and challenging to them. Tiered expectations of projects and assessments in science assure that all students will have successful, enjoyable experiences. Through their scientific studies, it is expected that our students will develop an appreciation of connections in the physical universe, an awareness of the interrelationships of science, technology, and society, and the desire to participate in the stewardship of our world.

#### **4. Describe the different instructional methods the school uses to improve student learning.**

The Meramec community values the District goal which states, "We are responsible for student learning by maximizing the learning and achievement of each student." This can only be achieved by all teachers, specialists and support staff working together to meet the needs of every child. We consistently work to expand our repertoire of teaching strategies and offer many opportunities to match individual learning styles with instructional presentations. During the 2003-2004 school year, our faculty undertook a book study of Carol Ann Tomlinson's *The Differentiated Classroom*, meeting several times to discuss the book and view the accompanying video "Differentiation of Instruction in Mixed Ability Classrooms".

Implementation of differentiation strategies has been incorporated into our classroom instruction. Our staff has also researched other teaching practices through book studies such as: *How the Brain Works* by Sousa, *Understanding by Design* by Wiggins, *Teaching Kids with Learning Disabilities in the Regular Classroom* by Weinbrenner. Meramec teachers regularly attend conferences to remain current on educational practices that enhance successful teaching and learning.

Theory must be put into practice. Teachers formally and informally assess students' needs through formative, ongoing assessments, observations and diagnostic evaluations. Students whose assessments indicate a need for support or enrichment participate in mainstream classrooms with differentiated opportunities for modified content and instruction based on assessed needs. During quarterly multilevel learning support meetings, needs of lower achieving students, students with 504 plans and Individual Education Plans are evaluated, and strategies to address those needs are developed. Flexible grouping within the classroom provides students opportunities for growth. As a result of block scheduling, grade levels have access to interns, learning support staff and special education personnel for focused periods of time to work with students requiring individualized instruction. This structure allows for a lower student/teacher ratio and more focused attention to individual student needs. For students who constantly exceed expectations, classroom teachers collaborate with our enrichment facilitator to provide in-class differentiation strategies. Students requiring a curriculum beyond the regular classroom's work directly with the enrichment facilitator on an extended curriculum. Working collaboratively, Meramec staff supports the learning needs of all students.

#### **5. Describe the school's professional development program and its impact on student learning.**

At Meramec our practice is based on the belief expressed by Roland Barth, "Our primary responsibility as educators is to promote learning in others and in ourselves". Staff develop individual professional development goals and plans based on findings from self reflection, peer observations and client surveys. As a community of teachers we decide on professional development to pursue, that will benefit our collective practice based on information from school test data and observation. These learning opportunities include the spectrum of staff members -- principal, counselor, nurse, classroom teachers, enrichment and learning support teachers, specialists (technology, library, music, art, physical education, Spanish), Special School District staff, teacher interns and student teachers.

The involvement of staff members from all curricular areas allows our staff to assume a multifaceted approach to assessing student needs and provide differentiated instructional and assessment practices to address these needs. The impact of our endeavors on student achievement is evidenced through students'

test scores. Over the last five years, Meramec students have consistently scored above national norms on CTB Multiple Assessments in reading, language and science and above state norms on the Missouri Assessment Program (MAP) in communication arts, science and mathematics. Additionally, the number of students identified by our multilevel learning support team as requiring support services, has decreased over this same five year span, as has the level of support required by these students.

This year our staff has been participating in Professional Learning Communities (PLCs). We have organized into collaborative teams where our focused learning is built around Du Four's three questions.

1. What do we expect students to learn?
2. How will we know what students have learned?
3. How will we respond to students who aren't learning?

We are looking at such things as writing, spelling, inquiry and life skills. Through this collaborative learning process our work is centered around goals that focus on student achievement.

**FORMAT FOR STATE CRITERION-REFERENCED TESTS**

*Data Display Table for Reading (language arts or English) and Mathematics]*

Subject Communication Arts Grade 3 Test Missouri Assessment Program

Edition/Publication Year 2004 Publisher CTB/McGraw Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	4-04	4-03	4-02	4-01	4-00
<b>SCHOOL SCORES</b>					
% At or Above Basic/Nearing Proficiency	89.8%	92.3%	94.9%	91.2%	88.3%
% At or Above Proficient	55.9%	80%	62.7%	57.9%	66.7%
% At Advanced	1.7%	7.7%	11.9%	8.8%	13%
Number of students tested	59	65	59	57	69
Percent of total students tested	100%	97%	100%	98.3%	100%
Number of students alternatively assessed	0	2	0	1	0
Percent of students alternatively assessed	0%	3%	0%	1.7%	0%
<b>SUBGROUP SCORES</b>					
1. Black (not Hispanic) (specify subgroup)					
% At or Above Basic/Nearing Proficiency	66.7%	71.5%	93.4%	77%	66.6%
% At or Above Proficient	40.0%	42.9%	26.7%	30.8%	33.3%
% At Advanced	0%	0%	0%	15.4%	8.3%
Number of students tested	15	7	15	13	12
2. White (not Hispanic) (specify subgroup)					
% At or Above Basic/Nearing Proficiency	97.5%	94.2%	94.9%	95.3%	91.9%
% At or Above Proficient	65.0%	82.7%	71.8%	65.1%	73.5%
% At Advanced	2.5%	9.6%	15.4%	7.0%	12.2%
Number of students tested	40	52	39	43	49
<b>SUBGROUP SCORES</b>					
1. Free/reduced Lunch (specify subgroup)					
% At or Above Basic/Nearing Proficiency	55.5%	60%	87.5%	60%	NA
% At or Above Proficient	22.2%	20%	12.5%	40%	NA
% At Advanced	0%	0%	0%	0%	NA
Number of students tested	9	5	8	5	NA
2. IEP (specify subgroup)					
% At or Above/Nearing Proficiency	85.8%	33.3%	71.5%	77.8%	50%
% At or Above Proficient	42.9%	33.3%	42.9%	11.1%	25%
% At Advanced	0%	0%	14.3%	0%	0%
Number of students tested	7	6	7	9	12
<b>STATE SCORES</b>					
% At or Above Basic/Nearing Proficiency	74.5%	73.6%	73.8%	71.4%	69.9%
% At or Above Proficient	34.6%	34.1%	35.4%	31.6%	31.7%
% At Advanced	1.4%	1.4%	1.8%	1.0%	1.6%

**FORMAT FOR DISPLAYING ASSESSMENTS  
REFERENCED AGAINST NATIONAL NORMS**

[ *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 Communication Arts Grade 3 Test Missouri Assessment Program

Edition/Publication Year 2004 Publisher CTB/McGraw Hill

Scores are reported here as (check one): NCEs  Scaled scores  Percentiles  \*(median scores)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	4-04	4-03	4-02	4-01	4-00
<b>SCHOOL SCORES</b>					
Total Score	78.3%	88.2%	84.0%	80.0%	84.3%
Number of students tested	59	65	59	57	69
Percent of total students tested	100%	97%	100%	98.3%	100%
Number of students alternatively assessed	0	2	0	1	0
Percent of students alternatively assessed	0%	3%	0%	1.7%	0%
<b>SUBGROUP SCORES</b>					
1. Black (specify subgroup)	61.0%	NA	56.0%	66.0%	48.5%
Number of students tested	15	7	15	13	12
2. White (specify subgroup)	83.7%	89.5%	89.5%	81.0%	86.4%
Number of students tested	40	52	39	43	49
3. IEP (specify subgroup)	NA	NA	NA	60.5%	41.5%
Number of students tested	7	6	7	9	12
4. Free/Reduced Lunch (specify subgroup)	NA	NA	NA	NA	NA
Number of students tested	9	5	8	5	NA

NOTE: For any fields displaying “NA”, the information was not available

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

\*CTB McGraw/Hill does not compute median scores for groups of less than 10 students

**FORMAT FOR STATE CRITERION-REFERENCED TESTS**

Subject Math Grade 4 Test Missouri Assessment Program

Edition/Publication Year 2003 Publisher CTB/McGraw Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	4-04	4-03	4-02	4-01	4-00
<b>SCHOOL SCORES</b>					
% At or Above Basic/Nearing Proficiency	95.1%	91.9%	94.8%	97.1%	92.1%
% At or Above Proficient	78.4%	68.9%	54.4%	70%	71.5%
% At Advanced	31.7%	16.4%	15.8%	27.1%	28.6%
Numbers of students tested	60	61	57	70	63
Percent of total students tested	100%	100%	100%	100%	97%
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0%	0%	0%	0%	3%
<b>SUBGROUP SCORES</b>					
<b>1. Black (specify subgroup)</b>					
% At or Above Basic/nearing Proficiency	75%	75%	78.6%	83.3%	70.6%
% At or Above Proficient	37.5%	25%	28.6%	33.3%	35.3%
% At Advanced	0%	0%	14.3%	25%	0%
Number of students tested	8	16	14	12	17
<b>2. White (specify subgroup)</b>					
% At or Above Basic/Nearing Proficiency	97.9%	97.6%	100%	100.1%	100%
% At or Above Proficient	85.4%	83.3%	63.4%	78.4%	82.1%
% At Advanced	33.3%	23.8%	14.6%	27.5%	30.8%
Number of students tested	48	42	41	51	39
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced Lunch (specify subgroup)</b>					
% At or Above Basic/Nearing Proficiency	60%	77.7%	75%	91.6%	NA
% At or Above Proficient	20%	33.3%	12.5%	33.3%	NA
% At Advanced	0%	0%	0%	8.3%	NA
Number of students tested	5	9	8	12	NA
<b>2. IEP (specify subgroup)</b>					
% At or Above Basic/Nearing Proficiency	71.5%	100%	77.8%	100%	62.5%
% At or Above Proficient	42.9%	62.5%	22.2%	50%	25%
% At Advanced	14.3%	12.5%	0%	14.3%	0%
Number of students tested	7	8	9	14	8
<b>STATE SCORES</b>					
% At or Above Basic/Nearing Proficiency	82.6%	79.8%	79%	79.7%	77.7%
% At or Above Proficient	40.5%	37.2%	37.7%	37.8%	36.7%
% At Advanced	8.0%	6.6%	7.7%	8.3%	8.0%

**Note that the reported percentage of students scoring above the basic cutpoint should be cumulative**

**FORMAT FOR DISPLAYING ASSESSMENTS  
REFERENCED AGAINST NATIONAL NORMS**

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 sheet. Explain any alternative assessments.

Subject Math Grade 4 Test Missouri Assessment Program

Edition/Publication Year 2003 Publisher CTB/McGraw Hill

Scores are reported here as (check one): NCEs \_\_\_ Scaled scores \_\_\_ Percentiles  (median scores)\*

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	4/04	4-03	4-02	4-01	4-00
<b>SCHOOL SCORES</b>					
Total Score	85.8%	81.7%	76.0%	87.0%	85.5%
Number of students tested	60	61	57	70	63
Percent of total students tested	100%	100%	100%	100%	97%
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0%	0%	0%	0%	3%
<b>SUBGROUP SCORES</b>					
1. Black (specify subgroup)	NA	57.0%	59.7%	63.0%	56.7%
Number of students tested	8	16	14	12	17
2. White (specify subgroup)	87.0%	87.3%	81.0%	90.7%	89.0%
Number of students tested	48	42	41	51	39
3. IEP (specify subgroup)	NA	NA	NA	71.0%	NA
Number of students tested	7	8	9	14	8
3 Free/Reduced Lunch (specify subgroup)	NA	NA	NA	66.0	NA
Number of students tested	5	9	8	12	NA

NOTE: For any fields displaying “NA”, the information was not available

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

\*CTB/McGraw-Hill does not compute median scores for groups of less than 10 students