

GENERATIONS OF EXCELLENCE



SCHOOL DISTRICT OF CLAYTON **2010 ANNUAL REPORT**



OUR MISSION

The School District of Clayton will strive to develop in all its children the strength of character, the skills, the knowledge and the wisdom necessary to build creative, productive lives and to contribute to a global society.



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2010 ANNUAL REPORT

Generations can be many things to many people. Within the context of technology, the term generation refers to stages of successive improvement. That same idea applies to our school district. Generations of families have worked to support Clayton’s public schools. That foundation of support is what has allowed your school district to flourish and grow into one of the top public school districts in the country. We’ve truly experienced many stages of successive improvement since we began in a one-room schoolhouse at the corner of Brentwood and Bonhomme in 1880.

This year’s Annual Report features families who have been connected to the School District of Clayton for a number of generations – families whose stories stretch back to before World War II. Their stories are the fabric that weaves a rich tale about a community and its school district who long ago committed to working together to provide only the very best for their families and their futures. As our students learn when studying science, this is a classic example of a symbiotic relationship, a relationship where each of us – the schools and our community – serves an essential role in the other’s success. As a school system and a community, we continue to exceed expectations thanks to the generations of support we’ve provided each other.

As you flip through what is essentially the School District of Clayton’s “shareholder’s report” to the community, we encourage you to think about the many things that have happened, throughout your generations, that have brought you to where you are today. Clayton’s schools have seen sweeping change since starting with just 48 students more than 130 years ago. However, despite our growth, we continue to build on each generation of successive improvement, always working to provide the children of this community with the world-class education you’ve come to expect.

Mary B. Herrmann
Mary B. Herrmann
 Superintendent

Sonny Buttar
Sonny Buttar
 President, Board of Education



The 2009–10 school year continued a tradition of distinguished achievements for School District of Clayton students, staff, programs and schools. To the right are some points of pride for the District from the year, all highlighting the rich educational experiences available in your Clayton schools.



- ◆ Clayton participated in the highly respected 2009 Program for International Student Assessment (PISA) to compare the District's students at an international level, measuring them up with some of the highest-performing countries in the world. The results indicate that the CHS students comparatively finished first in the world in reading, first in the world in science and second in the world in mathematics.
- ◆ The work for the year was that of collaboration, as curriculum coordinators worked with committees and teams of teachers from across the District to develop, revise and align curriculum, assessments and program design.
- ◆ Clayton received a perfect score on its Annual Performance Report from the Department of Elementary and Secondary Education.
- ◆ In conjunction with the celebration of Clayton High School's 100th graduating class, the Clayton Alumni Association inducted its first group of alumni into the Clayton Alumni Hall of Fame. The Hall of Fame was established to recognize and honor the accomplishments of graduates who continue to bring pride and inspiration to the District, the community and society.
- ◆ Proposition S construction projects to bring improvements and additions to our school buildings kicked off at Clayton's three elementary schools, Clayton High School and the Family Center.

HIGHLIGHTS FROM 2009–10

- ◆ After six months of study and discussion in a community-driven process, the Wydown Tomorrow committee presented options to address Wydown Middle School's facility needs. Proposition W, a \$39.4 million bond issue to fund the construction of a new facility to replace WMS at its current site, was approved by voters in April 2010.
- ◆ Clayton was a top performer in the 2010 Missouri Assessment Program and the End-of-Course Exams. When analyzing the index scores provided by Missouri's Department of Elementary and Secondary Education, Clayton ranked first out of all St. Louis County school districts in six areas.
- ◆ The Lab Classroom Leadership Program, a collaborative professional development opportunity for Clayton teachers, was launched. The ongoing program is centered around improving student achievement by promoting and sustaining teacher leaders through job-embedded opportunities within the classroom setting.
- ◆ The Clayton guiding principle of developing thoughtful citizens who contribute responsibility to their global community was evident as Clayton students, teachers and parents worked together on several initiatives to provide relief for victims of the Haitian earthquake.
- ◆ Nominated by her colleagues, Captain Elementary Kindergarten Teacher Patti Rosenkranz was selected as Clayton's 2009 Emerson Excellence in Teaching Award winner.
- ◆ Clayton High School theatre students, along with the Clayton Honors Orchestra, made up of students from each of Clayton's elementary schools and Wydown Middle School, were selected to perform at the St. Louis Performing Arts Night at the Fabulous Fox Theatre.
- ◆ Thanks to the Qualified School Construction Bond program, the District borrowed \$9.2 million of its Proposition S funds with reduced interest costs, saving approximately \$2.5 million over the term of the bonds.
- ◆ The OASIS Intergenerational Tutoring Program continued to bring OASIS tutors into Clayton's elementary schools to work one-on-one with students. The program focuses on building reading skills, self-esteem and a positive attitude toward reading.
- ◆ The Mayor's Youth Advisory Council, a collaborative project between the District and the City of Clayton, was launched to encourage high school students to become active participants in the local government and to encourage youth involvement.
- ◆ Clayton's elementary science program continued to grow with the full implementation of the inquiry-based FOSS Science curriculum.
- ◆ International students and families were welcomed into Clayton's schools with the help of the District's English Language Learners Program, which helps students and families learn the English language, and also gives advice on academic and social issues. At the school level, the program strives to make all students and their families feel connected and involved through parent coffees, monthly meetings and holiday celebrations.
- ◆ The Clayton Education Foundation was revitalized to raise and distribute private funds to assist the District in maintaining and enhancing its tradition of educational excellence.



2010 BOARD OF EDUCATION

**We are responsible
for student learning
by knowing students
well, valuing every
child and placing
students at the center
of every decision.**

**– Clayton Kid-Check
Statement**



A. Sonny Buttar
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Vice President

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Director

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Director



OUR GUIDING PRINCIPLES

As a public school system dedicated to the education of all children who come to our schools, the School District of Clayton makes decisions using the following guiding principles:

- ◆ The primary responsibility of our schools is teaching and learning.
- ◆ Every member of the school community is both a learner and a teacher.
- ◆ The individuality of every learner is recognized and welcomed.
- ◆ The school culture nurtures both the joy of learning and the satisfaction of achievement.
- ◆ Decisions are based on the best interests of students, balancing individual and group needs.
- ◆ We value all members of our learning organization and demonstrate honesty, respect and trust in all of our relationships.
- ◆ Our schools promote equitable access to educational opportunities.
- ◆ We encourage effective partnerships with parents and the broader community.
- ◆ We allocate our resources in a prudent manner consistent with our principles and goals.
- ◆ Our shared vision of education empowers us to explore, experiment and grow.
- ◆ Effective assessment informs our decisions.
- ◆ Learners accept responsibility for their learning and feel confident in their ability to create a positive future for themselves.
- ◆ We provide a solid academic foundation, a broad choice of programs and maintain high standards for all learners.
- ◆ We are committed to diversity in our school population because it enriches our lives, mirrors our world and reflects our future.
- ◆ We strive to develop thoughtful citizens who contribute responsibly to their global community.



FACTS & FIGURES

Enrollment

The Family Center	varies
Captain Elementary	320
Glenridge Elementary.....	386
Meramec Elementary	354
Wydown Middle	582
Clayton High	836
District	2,478

Student Attendance

Family Center	N/A
Captain *.....	96.0%
Glenridge*.....	95.5%
Meramec*	95.9%
Wydown Middle*	95.3%
Clayton High**	94.4%
District	95.2%

Missouri	94.2%
<small>*with 179 Days of Attendance</small>	
<small>**with 181 Days of Attendance</small>	

Our Students

White.....	64.4%
African American	22.4%
Asian	10.3%
Hispanic	2.7%
Indian	0.2%

Eligible for Free or Reduced Lunch

District	16.3%
(389 students)	
Missouri	46.9%

The School District of Clayton is accredited by the State of Missouri.



OUR SCHOOL CALENDAR

Student Attendance

- Elementary – 179 days, 6.00 hours
- Middle School – 179 days, 6.50 hours
- High School – 181 days, 6.23 hours

Parent-Teacher Conferences

- Elementary – 3 days
- Middle School – 1 day
- High school conferences are not scheduled on the District calendar

Staff Development

Four days are devoted to staff development, which includes time set aside during teacher preparation week and time during late start days.

OUR FINANCES

Average Per Pupil Expenditure

The District spends \$16,104 per enrolled student.

Adjusted Tax Rate

\$3.7685 per \$100 of assessed valuation

Fund	Rate
Teachers	\$1.9665
Incidental	\$1.0717
Debt Service	\$0.6230
Capital Projects	\$0.1073

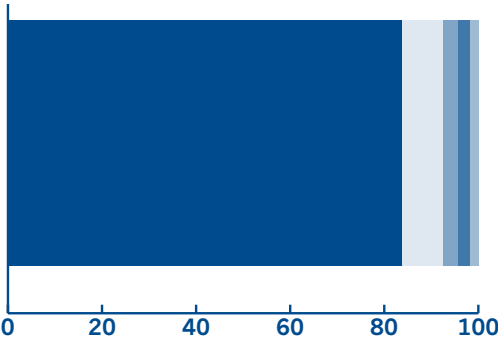
Assessed Valuation

\$1,050,174,880 (as of Dec. 31, 2009)

2010 Operating Revenues* – \$47,117,842

Local Funds	83.72%
Voluntary Transfer Funds	8.77%
Proposition C Funds.....	3.16%
State Funds.....	2.57%
Federal Funds.....	1.78%

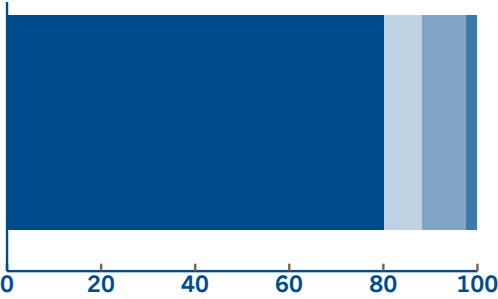
*Excluding debt service and Prop S bond proceeds.



2010 Operating Expenditures* – \$46,985,296

Employee Salaries & Benefits...	80.07%
Supplies.....	8.08%
Purchased Services	9.32%
Equipment/Capital Outlay	2.53%

*Excluding debt service and Prop S construction costs.





STUDENT ACHIEVEMENT

One of the hallmarks of Clayton students at every grade level is strong academic achievement. The District demonstrates its commitment to continuing this tradition by evaluating student performance through a comprehensive assessment process that includes multiple-choice, constructed response and performance-based testing. Each one of these types of assessments measure student achievement in slightly different ways. Together, they supply the District with a more complete profile of student achievement than any one of them could alone.

In 2010, Clayton participated in the Missouri Assessment Program (MAP). The scores provide a description of what students can do in terms of the content and skills assessed for each area. They are a means of comparing test results with standards of academic performance. The next pages review Clayton's 2010 MAP results.



OUR STAFF

Our Teachers are Experienced

Clayton..... 16 years

Missouri 12 years

Our Teachers Have Advanced Degrees

Clayton..... 88%

Missouri 56%

Average Teacher's Salary

Clayton..... \$68,129

Missouri \$46,950

Average Administrator's Salary

Clayton..... \$123,170

Missouri \$83,293

Small Staffing Ratios

Clayton K-5 13:1

Clayton 6-8..... 9:1

Clayton 9-12 11:1

Missouri 17:1

The student-to-teaching staff member ratios include classroom teachers, specialists and special area teachers.

ADEQUATE YEARLY PROGRESS

The No Child Left Behind Act set a series of annual benchmarks, referred to as Adequate Yearly Progress, that school districts must achieve as they progress towards the goals of having 100 percent of all students performing at grade level in communication arts and math by 2014. AYP is reported for each school as well as the district. To meet AYP, all groups must meet the state goal and more than 95 percent of the students must have taken the test.

School District of Clayton Adequate Yearly Progress

	Proficient in Comm. Arts	Proficient in Mathematics
State Goal – 2010	67.4%	63.3%
All Students	77.4%	75.2%
Asian/Pacific Islander	84.1%	94.3%
African American	42.2%	38.0%
Hispanic	**	**
American Indian	**	**
White	89.3%	86.2%
Other	NSA	NSA
Free/Reduced Lunch	37.7%	37.1%
IEP	47.9% SC	53.7% CI
LEP	59% CI	81.0%

CI - Met Goal
Via Confidence
Interval

** Fewer
than 30 or
50 students
in the group

NSA - No
Students
Assessed

SC - Met Goal
Via Confidence
Interval Unsing
Safe Harbor



2010 MAP ACHIEVEMENT DATA BY ETHNICITY

COMMUNICATION ARTS		Number of Students	CLAYTON		STATE	
			Below Basic/ Basic	Proficient/ Advanced	Below Basic/ Basic	Proficient/ Advanced
Grade 3	Asian	17	29.4%	70.6%	44.7%	55.3%
	African American	39	71.8%	28.2%	76.0%	24.1%
	White	96	25.0%	75.0%	50.6%	49.4%
Grade 4	Asian	25	8.0%	92.0%	34.4%	65.6%
	African American	46	60.9%	39.1%	68.7%	31.2%
	White	99	9.1%	90.9%	42.7%	57.3%
Grade 5	Asian	18	5.6%	94.4%	32.2%	67.8%
	African American	43	41.9%	58.1%	69.5%	30.5%
	White	125	8.8%	91.2%	42.8%	57.2%
Grade 6	Asian	26	19.2%	80.7%	38.0%	62.0%
	African American	41	70.7%	29.3%	70.9%	29.1%
	White	123	8.9%	91.1%	44.1%	55.9%
Grade 7	Asian	17	29.4%	70.6%	36.6%	63.4%
	African American	45	62.2%	37.8%	70.4%	29.6%
	White	128	14.8%	85.2%	41.8%	58.1%
Grade 8	Asian	12	0.0%	100.0%	36.3%	63.6%
	African American	46	67.4%	32.6%	70.0%	30.0%
	White	125	9.6%	90.4%	42.2%	57.9%
English II	Asian	20	10.0%	90.0%	20.7%	79.3%
	African American	50	30.0%	70.0%	48.2%	51.7%
	White	148	3.4%	96.6%	22.0%	78.0%

MATHEMATICS		Number of Students	CLAYTON		STATE	
			Below Basic/ Basic	Proficient/ Advanced	Below Basic/ Basic	Proficient/ Advanced
Grade 3	Asian	18	16.7%	83.4%	36.6%	63.4%
	African American	39	76.9%	23.1%	73.0%	27.1%
	White	96	16.7%	83.3%	46.9%	53.1%
Grade 4	Asian	26	3.8%	96.2%	32.2%	67.8%
	African American	46	63.0%	37.0%	71.7%	28.3%
	White	99	16.2%	83.8%	45.5%	54.4%
Grade 5	Asian	21	4.8%	95.2%	27.8%	72.2%
	African American	43	41.9%	58.1%	70.7%	29.3%
	White	127	11.0%	89.0%	42.0%	58.0%
Grade 6	Asian	28	10.7%	89.3%	28.7%	71.4%
	African American	41	73.2%	26.8%	67.9%	32.0%
	White	123	11.4%	88.6%	37.9%	62.1%
Grade 7	Asian	17	0.0%	100.0%	28.9%	71.1%
	African American	45	60.0%	40.0%	69.7%	30.3%
	White	127	15.7%	84.3%	38.7%	61.3%
Grade 8	Asian	12	0.0%	100.0%	28.6%	71.4%
	African American	46	60.9%	39.1%	72.2%	27.8%
	White	125	12.8%	87.2%	42.4%	57.6%
Algebra I	Asian	14	7.1%	92.8%	27.6%	72.4%
	African American	53	58.5%	41.5%	69.2%	30.8%
	White	158	13.9%	86.1%	36.7%	63.3%

SCIENCE		Number of Students	CLAYTON		STATE	
			Below Basic/ Basic	Proficient/ Advanced	Below Basic/ Basic	Proficient/ Advanced
Grade 5	Asian	21	23.8%	76.2%	40.5%	59.6%
	African American	43	81.4%	18.6%	80.0%	20.1%
	White	127	19.7%	80.3%	43.1%	56.9%
Grade 8	Asian	12	0.0%	100.0%	40.4%	59.6%
	African American	46	73.9%	26.1%	80.5%	19.5%
	White	125	14.4%	85.6%	44.5%	55.4%
Biology	Asian	14	7.1%	92.8%	31.5%	68.4%
	African American	41	51.2%	48.8%	72.9%	27.1%
	White	119	6.7%	93.3%	36.7%	63.3%



2010 MAP ACHIEVEMENT DATA BY GRADE

	CLAYTON		STATE	
	Below Basic/ Basic	Proficient/ Advanced	Below Basic/ Basic	Proficient/ Advanced
Communication Arts Grade 3	38.4%	61.5%	56.1%	43.9%
Communication Arts Grade 4	23.1%	77.0%	48.3%	51.7%
Communication Arts Grade 5	16.4%	83.6%	48.3%	51.8%
Mathematics Grade 3	32.4%	67.6%	52.2%	47.8%
Mathematics Grade 4	26.8%	73.2%	50.9%	49.1%
Mathematics Grade 5	17.5%	82.5%	47.6%	52.4%
Science Grade 5	34.0%	66.0%	50.7%	49.2%

* To view Wydown Middle School's achievement data by grade, flip to page 21, and to view Clayton High School's, flip to page 25.

ADDITIONAL ACHIEVEMENT DATA

Additional data from Clayton’s 2010 MAP and AYP scores and other assessment data can be reviewed online at www.clayton.k12.mo.us/StateReport.

Harold Tzinberg, '67, (far right) is pictured with his two daughters, who are also Clayton alums, **Emily Tzinberg Caine**, '97, (left) and **Allie Tzinberg Rossini**, '94 (center) as well Emily's husband, **John Caine**, '91 (top row).

Allie's children, **Cole** and **Ryan** currently attend the Family Center and her son **Dylan** is in kindergarten at Meramec Elementary.



The Family Center provides programs for families with children from infancy through high school. Positive parent-child, parent-teacher and child-child relationships are the core of a healthy and productive family. The Family Center is a place where families — children and parents — grow together and learn together. Through involvement in the Family Center, families build connections with other families and with the District as a whole. Nationally recognized for its parenting education and early childhood education programs, the Family Center offers a wide range of learning opportunities, including parenting consultations, short-term counseling and early childhood special education. Family Center classes are held in environments that welcome, encourage and nurture friendships and communication. Beyond the early years, its programs support a child's smooth transition to kindergarten and continue to support the parenting process throughout the years of a child's attendance in Clayton's schools.



THE FAMILY CENTER

301 NORTH GAY AVE. ♦ 314.854.6900 ♦ DEBBIE REILLY, DIRECTOR

2009–10 HIGHLIGHTS

- ♦ Construction began on the Family Center's two-story addition of two early childhood classrooms and a multi-use space on the Gay Avenue campus. Inspired by the construction, ongoing projects emerged in the classrooms. Children worked with tools to build and measure, hypothesized about the construction activities and stopped at the viewing area each morning to discover the construction progress.
- ♦ Parents and staff members from across the District participated in Love and Logic parenting education classes.
- ♦ The Family Center began a residency program with Metro Theater Company for four classes of children. Children, parents and teachers valued this experience.
- ♦ Parents as Teachers educators connected with area preschool directors by hosting an informative morning meeting.
- ♦ Children attending Family Center classrooms at the Maryland School frequently visited the Hanley House in Clayton to learn about the history of the area.
- ♦ Staff members began their study of inclusion gardens for children of all abilities with a visit to St. Louis University's unique urban teaching gardens to learn about their Garden to Table project.
- ♦ Staff members formed an Early Childhood English Learners Advisory to study ways to connect its international families to the District's EL opportunities and learn how to best serve its international children.
- ♦ The Family Center again hosted an international delegation of early childhood teachers as part of the St. Louis Reggio-inspired Collaborative. Teachers exchanged ideas and experiences and the visitors observed the Family Center's classrooms in action.
- ♦ Early childhood educators offered a variety of healthy cooking opportunities to children, including Tasting (new foods) Tuesdays, cooking with fruits and vegetables, bread making and picking and tasting vegetables from the Family Center's gardens.

PROGRAM FORMATS

Parenting Education Classes – Discussion groups and classes for parents of children from infancy through high school. Programs are also offered in the elementary, middle and high school buildings.

Parents As Teachers (PAT) – A nationally-recognized, free home visit program that supports all District families with pre-kindergarten children. Developmental screening for children and a lecture/activity series for families are also provided.

Early Childhood Programs – A rich and varied preschool program for children 15 months to five years with strong parent participation.

Open Times – Informal, drop-in opportunities for adults and children to play and learn together.

Chris Connolly, '95, and **Maggie Brauer Connolly**, '93, (center) are pictured with their four children who are students at Captain Elementary. Second grader **Quinn** and kindergartner **Erin** are seated with their parents and **Joy** and **Elsa**, both fourth graders, are seated in the front. Chris' mother and Maggie's parents also attended Clayton's schools.



Ralph M. Captain Elementary School is a community-based, open-space school that serves five distinct neighborhoods: Concordia Seminary, Demun, Hillcrest, Richmond Heights and St. Louis City. Students with a variety of different needs, interests, cultural heritages and learning styles make up the rich tapestry of Captain. While maintaining small class sizes, teachers work deliberately to implement the rich, challenging Clayton curriculum. All teachers differentiate learning activities for students to accommodate unique learning needs. Students have many opportunities to develop talent and potential. Captain's staff members are vibrant, energetic, diverse and constantly seeking to improve what they do for students. Parents who value diversity, high expectations and rich learning experiences for all children support the staff and students. Working together, Captain parents and staff aim to achieve excellence by building community and by providing for the diverse needs of each student.



2009–10 HIGHLIGHTS

- ♦ At the school's annual Black History Night, students told the story of Henry "Box" Brown, an enslaved man who endured a 27-hour journey to freedom by mailing himself from Virginia to Pennsylvania. The event also featured artwork of the students posed in a box similar to the one that Henry used and student reflections on what they imagined his journey to be like.
- ♦ Each grade level celebrated traditional activities that build community, reinforce character education themes and build academic skills: kindergarten's Thanksgiving Feast, first grade's Storybook Picnic, second grade's Fairy Tale Theatre, third grade's Prairie Day, fourth grade's Missouri Studies and fifth grade's transition activities to middle school.
- ♦ Every Captain student created a bowl to help the fifth grade class with the Empty Bowl Project, an international grassroots effort to fight hunger. More than 300 bowls were crafted and were then sold at Captain's Empty Bowl Food event, where meals were served to over 200 people. One thousand dollars each was sent to the Saint Louis Area Food Bank and Operation Food Search.
- ♦ The Captain community came together to spruce up the school's garden, working hard on a Saturday to make the garden area a beautiful space for all to enjoy.
- ♦ Students participated in the Read, Right & Run Marathon, a program aimed at developing reading-proficient, community-minded and physically fit children. The students read 26 books, righted the community with 26 good deeds and ran 26.2 miles over a six-month period.
- ♦ Students chose four-legged friends as they opened their hearts for the cherished tradition of collecting pet care items and money for a local animal shelter.
- ♦ During the 2009 holiday season, Captain students, parents and teachers made the holidays brighter for those in need by donating items from wish lists provided by the families. Parents and students teamed up to wrap the gifts and deliver the packages.

Missouri Assessment Program	CAPTAIN		STATE	
	Below Basic/ Basic	Proficient/ Advanced	Below Basic/ Basic	Proficient/ Advanced
Communication Arts Grade 3	33.3%	66.7%	56.1%	43.9%
Communication Arts Grade 4	21.6%	78.4%	48.3%	51.7%
Communication Arts Grade 5	18.6%	81.4%	48.3%	51.8%
Mathematics Grade 3	25.0%	75.0%	52.2%	47.8%
Mathematics Grade 4	19.6%	80.4%	50.9%	49.1%
Mathematics Grade 5	18.0%	82.0%	47.6%	52.4%
Science Grade 5	34.5%	65.6%	50.7%	49.2%

Jennifer Landau, '89, (center) is a proud graduate of Clayton's schools. Her two sons, **James**, who is in first grade, and **Stevie**, who is in third grade, currently attend Glenridge Elementary.



Glenridge Elementary School is a diverse community where students, teachers, staff and parents work together to meet students' academic, physical and social needs. At Glenridge, every child is taught, supported, cared for and appreciated. The school is a place that encourages discovery, belonging and goal-setting for every child. There is a tradition of academic excellence at Glenridge with high expectations for all students' achievements. Much emphasis is placed on building a sense of community for everyone at Glenridge. The PTO is supportive of the school's efforts with their time, energy and financial backing for events throughout the year. The entire Glenridge community is enriched by the cultural diversity of its student body, which includes a large international population. A hallmark of Glenridge is its focus on learning, with a variety of experiences and resources for all students.



2009–10 HIGHLIGHTS

- ♦ Students met monthly in small, cross-grade “CLAYMO Connections” groups to reflect and model character education traits. The program is modeled after the CLAYMO Promise: “I will take good care of myself, all the people around me and all the things around me.”
- ♦ Families enjoyed community-building events, such as the Ice Cream Social, Science Fair, Pancake Breakfast, Lip Sync, International Taste of the World and the long-standing tradition of the Strawberry Festival.
- ♦ The entire Glenridge community came together to raise over \$165,000 to renovate the school library through a variety of fundraisers, from a student-led read-a-thon to several auctions. With the hard work of parents and staff, the fund raising and construction were completed within one year.
- ♦ Acts of peace were rewarded with “peace loops” and then contributed to the classroom peace chains. The classroom peace chains were joined together and rolled into the seventh annual Glenridge Peaceball.
- ♦ Glenridge had 70 students from 17 different countries in the 2009–2010 school year. Students’ native countries are represented by a display of international flags.
- ♦ Fifth graders presented their “The Hundred Year Snooze” musical performance. Thanks to the PTO, a musical director from COCA led the students, providing them with genuine theater experiences.
- ♦ Students worked together to create, decorate and sell clay hearts for the “Hearts for Haiti” project, raising more than \$1,200 to help children in Haiti.
- ♦ With the help of kid-sized binoculars and their own scaffold to climb upon, Glenridge’s youngest learners recorded their observations of the Proposition S construction in their “Construction Observation” journals.
- ♦ Kindergarten teacher Susan Carter received the prestigious Presidential Award for Excellence in Mathematics and Science Teaching.

Missouri Assessment Program	GLENRIDGE		STATE	
	Below Basic/ Basic	Proficient/ Advanced	Below Basic/ Basic	Proficient/ Advanced
Communication Arts Grade 3	32.7%	67.2%	56.1%	43.9%
Communication Arts Grade 4	26.1%	73.9%	48.3%	51.7%
Communication Arts Grade 5	15.5%	84.6%	48.3%	51.8%
Mathematics Grade 3	32.7%	67.2%	52.2%	47.8%
Mathematics Grade 4	28.8%	71.2%	50.9%	49.1%
Mathematics Grade 5	17.6%	82.4%	47.6%	52.4%
Science Grade 5	35.1%	54.8%	50.7%	49.2%

Jan Meador Harrison, ‘48, (back row, far right) is pictured with her family, who all spent their elementary school days at Meramec Elementary. Back row: **Janet Harrison Hollocher**, ‘85; **Sally Seldin Harrison**, ‘82; **Bob Harrison**, ‘81; **John Harrison**, ‘80; and **Jan Meador Harrison**, ‘48. Middle row: **Robert Hollocher**, Grade 7; **Richard Hollocher**, Grade 9; **Ellie Harrison**, Grade 9; **Kate Harrison**, Grade 11; and **Alex Harrison**, ‘82. Front row: **Jack Hollocher**, Grade 5; and **Grace Harrison**, Grade 7.



Meramec Elementary School maximizes student academic achievement and character development by building a foundation for lifelong learning within a flexible, positive and caring learning community. The school is proud of its 70-year-old tradition of offering children an education with high academic standards in a student-centered, diverse school. Meramec is a school where students are valued for their individuality — every student is recognized for unique strengths and talents and is encouraged to aspire to and achieve their goals. Parent involvement is a hallmark of Meramec. The Helping Hands parent group partners with the Student Character Council in service learning. Students embrace the “4 Rights” — doing the right thing, at the right time, in the right place, with the right people. Responsibility, respect, kindness, cooperation and safety are the “Meramec Five” core values that are modeled, taught and practiced throughout the school year.



MERAMEC ELEMENTARY (K-5)

400 SOUTH MERAMEC AVE. ♦ 314.854.6300 ♦ ANNETTE ISSELHARD, PRINCIPAL

2009–10 HIGHLIGHTS

- ♦ The Character Council, a student representative group that leads, supports and models Meramec’s culture of core values, helped lead several community-wide service learning experiences, focusing on service to the homeless, U.S. troops and animals. The group teamed with the Helping Hands Committee for many projects, including a coat drive, an in-school service day and a weekend project to revamp a pediatric office.
- ♦ Meramec community gatherings, including International Night, Special Visitors’ Day, the Family Pancake Breakfast, Field Day and the Summer Send-Off, were creative, educational and social experiences.
- ♦ Artwork from every student was exhibited at the Meramec Masterpieces Fine Arts Night.
- ♦ Celebrations of Learning at each grade level were featured, with students sharing their year’s portfolio of individual achievements with their parents. Student academic growth and personal development are integral parts of Meramec’s purpose. Each student’s achievements are recognized to actively model the importance of setting goals and celebrating one’s growth and progress.
- ♦ A musical performance at each grade level, under the direction of Meramec’s music teacher, was featured for the community as evening “spotlight” presentations.
- ♦ For the entire month of February, the Meramec student body participated in a “Change for Haiti” fundraiser, creating posters and decorating jugs to collect change for the earthquake victims in Haiti.
- ♦ Fourth graders performed to the adventures of Lewis and Clark in a special musical production and then portrayed famous Missourians who came to life in their Living Wax Museum.
- ♦ The Meramec Community CoOPERative held its 10th annual children’s musical. This delightful summer tradition brings children of all ages, parents and community members to the Meramec playground for a lively, kid-focused show.

Missouri Assessment Program	MERAMEC		STATE	
	Below Basic/ Basic	Proficient/ Advanced	Below Basic/ Basic	Proficient/ Advanced
Communication Arts Grade 3	50.0%	50.0%	56.1%	43.9%
Communication Arts Grade 4	21.0%	79.0%	48.3%	51.7%
Communication Arts Grade 5	15.3%	84.8%	48.3%	51.8%
Mathematics Grade 3	40.0%	60.0%	52.2%	47.8%
Mathematics Grade 4	30.6%	69.4%	50.9%	49.1%
Mathematics Grade 5	17.0%	83.1%	47.6%	52.4%
Science Grade 5	32.2%	67.8%	50.7%	49.2%

Elliot Uchitelle, '80, (second from right) and his three children attended Wydown Middle School. Left to right: son **Stephen Laux**, '04; wife Frydel Uchitelle; daughter **Alejandra Uchitelle**, Grade 7; **Elliot Uchitelle**, '80; and daughter **Nicole Laux**, '06.



Wydown Middle School is a community of student and adult learners. Enrichment and support activities enhance students' academic interests — activities that include intramurals, performing arts, clubs, tutoring and study opportunities. Developing strong parent partnerships and ensuring proactive communications provide a firm foundation for an education at Wydown. The school has a living curriculum and co-curriculum that grows, changes and is constantly reviewed to meet the educational needs of an eclectic body of middle school students. Wydown offers community service opportunities through Student Council, advisories and classroom units of study that focus on contributing to solutions to problems that face our community and the world. With numerous individual, team and whole school achievements, Wydown's focus remains clear: to continue the tradition of excellence and growth through exploration, academics, community service and activities based on student needs, interests and development.



WYDOWN MIDDLE SCHOOL (6-8)

6500 WYDOWN BLVD. ♦ 314.854.6400 ♦ MARY ANN GOLDBERG, PRINCIPAL

2009–10 HIGHLIGHTS

- ♦ The popular and powerful “Making It Happen” program continued, pairing up 150 students with Washington University students for regular tutoring sessions.
- ♦ Members of the group S.A.V.E. — Student Ambassadors Vested in the Environment — continued their international collaboration with students in India, frequently communicating about ideas and projects to help them become agents of global and social change.
- ♦ Students and staff marked individual and collective progress toward building peace at Wydown's celebration of Peace Day. Cultural, educational and peace-building activities represented school-wide efforts to understand what the global community demands.
- ♦ Reading and poetry were celebrated at the annual Poetry Slam.
- ♦ The first-ever Wydown dinner theatre and murder mystery play was performed. Throughout the school year, the Wydown Theatre Company engages hundreds of middle schoolers in studying, performing and collaborating to learn about the many aspects of theatre.
- ♦ Three Wydown teams qualified for the Future Problem Solving Bowl after conducting research on selected topics and using the six-step problem-solving model to address a problem or need area. All three teams placed in the top three in the competitions.
- ♦ Writing Workshop students collaborated with Digital Art and Photography students on a project that combined photography and writing to analyze, interpret and present aspects of the students' teenage lives.
- ♦ Challenged by administrators to originate a service project that would personally involve each student, students teamed up to make approximately 50 fleece blankets for children's organizations.
- ♦ The Math Club participated in the Excellence in Mathematics contest. Five sixth graders placed in the top 10 and a seventh grader placed first.
- ♦ Students were treated to a visit from Louis Sachar, author of “The Cardturner” and “Holes.”

Missouri Assessment Program	WYDOWN		STATE	
	Below Basic/ Basic	Proficient/ Advanced	Below Basic/ Basic	Proficient/ Advanced
Communication Arts Grade 6	23.2%	76.8%	49.8%	50.2%
Communication Arts Grade 7	27.4%	72.6%	47.6%	52.4%
Communication Arts Grade 8	23.4%	76.6%	47.6%	52.5%
Mathematics Grade 6	24.0%	76.0%	44.0%	56.0%
Mathematics Grade 7	24.4%	75.5%	44.9%	55.2%
Mathematics Grade 8	24.4%	75.6%	47.9%	52.0%
Science Grade 8	28.7%	71.3%	51.6%	48.4%

Candace Dickson, '90, (center) and her two sons, **Claude Keaton**, '10, and Clayton High School freshman **Cailer Keaton** are proud Greyhounds.



Clayton High School is nationally recognized for its academic tradition and its commitment to developing well-rounded students who are fully capable of constructive citizenship in a global society. CHS offers a strong academic program with a wide range of opportunities and high-level programs in all curricular areas. Co-curricular programs allow students to gain the essential tools for their next steps in the world and the skills needed to be lifelong learners. Honors and Advanced Placement courses are offered in nearly every discipline. CHS students are well prepared to attend some of the most competitive colleges and universities. Approximately 90 percent of students participate in one or more extra-curricular activities. Athletically, CHS follows a philosophy of participation and inclusion. The faculty is the cornerstone of success at CHS. Together, teachers and students create an atmosphere of academic excellence and achievement, as well as an outstanding place to learn and to grow.

CLAYTON HIGH SCHOOL (9-12)

#1 MARK TWAIN CIRCLE ♦ 314.854.6600 ♦ LOUISE LOSOS, PRINCIPAL

2009–10 HIGHLIGHTS

- ♦ The Class of 2010 had 12 National Merit Finalists and 11 Commended Students.
- ♦ Twenty-three Advanced Placement courses were offered. Students took 514 AP tests, with 87 percent of those earning a 3 or higher – the required score to earn college credit.
- ♦ CHS was re-accredited by the North Central Association. The NCA reviews schools every five years to ensure ongoing improvement efforts and to certify that the school is achieving a high standard of performance.
- ♦ Twenty-seven students were inducted into the National Honor Society.
- ♦ *The Globe*, CHS' award-winning student newspaper, launched its online site.
- ♦ The Arts Fair, one of the most anticipated days of the year, paired up CHS students with students from the Special School District for a day of art activities and performances.
- ♦ The first Languages and Cultures Day was held, which included a series of presentations about international culture and language experiences, an international film festival and an international dinner.
- ♦ There were many sold-out performances of the Fall Play, the Student Run Musical and Freshman/Sophomore play. At the Cappies Awards Gala, the Fall Play production, "Great Expectations," was awarded "best play."
- ♦ The Amnesty International Club raised more than \$1,000 for the earthquake relief efforts in Haiti.
- ♦ *The Globe* received the top rating, which only four newspapers in the state received, at the State Journalism Awards Day.
- ♦ The English Department successfully implemented a Summer Reading Challenge, including a day of discussion around five different books based on a similar theme.
- ♦ The science department had six teams place in the top 10 in the nation in their respective levels and divisions of the TEAMS competition from among the 1,200 teams nation-wide that participated. One of the six placed first in the nation and another won "Best in State."
- ♦ The Chinese Team took first place in the high school division of the annual "Happy Chinese" contest at Webster University.
- ♦ The Math Team took first place in their state competition, nearly doubling the score of the second-place team.
- ♦ The Physics Bowl team, for the fourth year in a row, took first in state for our region and division. Additionally, two students took first and second place individually for the entire six-state region.
- ♦ The Jazz Band was selected to perform at the National Staff Development Council Conference, performing for thousands of business professionals from around the country.
- ♦ The National Forensic League named the CHS Speech and Debate Team a member of the 100 Club, which means that CHS is in the top 10 percent of NFL chapters nationwide.
- ♦ Members of DECA, a student marketing education organization, produced a fashion show to benefit the Muscular Dystrophy Association.
- ♦ Twelve students from orchestra, choir and band attended the 2010 Missouri All-State event.



Students Stay in School

Clayton...0.5%

Missouri 3.5%

Our dropout rate is seven times lower than the state average.

Dropout Rate for African American Students

Clayton...0.5%

Missouri 8.5%

Students Graduate

Clayton..... 99%

Missouri 86%

Grads Go On

Clayton..... 98%

Missouri . 68%

Class of 2010 graduates continue their education at a two or four-year college or university.

One or more members of the Class of 2010 were admitted to the institutions listed below. The numbers in parentheses indicate the number of students who are attending these institutions.

Adelphi Univ.	Emerson College	Univ. of Miami (1)
Alabama A&M Univ. (1)	Emory Univ.	Michigan State Univ. (1)
Univ. of Alabama	Univ. of Evansville (1)	Univ. of Michigan (6)
American Univ. (1)	FIDM-Los Angeles (1)	Middlebury College (1)
Arizona State Univ.	Fisk Univ.	Millikin Univ. (1)
Univ. of Arizona (3)	Florida State Univ.	Univ. of Minnesota - Twin Cities
Art Institute of Colorado	Univ. of Florida	Univ. of Mississippi (2)
Auburn Univ.	Fontbonne College (1)	Missouri Southern State Univ.
Ball State Univ.	Fordham Univ.	Missouri State Univ. (3)
Bard College	Full Sail Univ.	Missouri Univ. of Science & Tech.
Barnard College (1)	Furman Univ.	Missouri Western State College (5)
Barry Univ.	George Washington Univ.	Univ. of Missouri - Columbia (13)
Baylor Univ. (1)	Georgetown Univ. (1)	Univ. of Missouri - KC(4)
Belmont Univ.	Georgia Institute of Technology	Univ. of Missouri - St. Louis (9)
Beloit College (1)	Greenville College	Morehouse College
Benedictine College	Grinnell College (1)	College of Mount St. Joseph
Berklee College of Music (1)	Hampshire College	Univ. of Nebraska - Lincoln
Boston College	Hampton Univ.	New School for Jazz and Contemporary Music (1)
Boston Univ. (2)	Hampton Univ.	New York Univ. (1)
Bowdoin College	Harris-Stowe State College (1)	Univ. of NC - Asheville
Brandeis Univ.	Univ. of Hartford	Univ. of NC - Chapel Hill
Brown Univ. (1)	Harvard Univ.	Northeastern Univ.
Bryn Mawr College	Hendrix College	Northern Arizona Univ. (1)
Butler Univ.	Hofstra Univ. (1)	Northern Michigan Univ.
Univ. of CA at Los Angeles	Hope College	Northwestern Univ. (2)
Univ. of CA at San Diego	Howard Univ.	Oberlin College (1)
Univ. of CA at Santa Barbara	Univ. of Illinois - Urbana-Champaign (3)	Oberlin Conservatory of Music
Carleton College (1)	Illinois College	Occidental College
Carthage College	Illinois Institute of Art	Ohio Univ.
Case Western Reserve Univ.	Illinois Wesleyan Univ.	Oregon State Univ.
Univ. of Central Missouri (2)	Indiana Univ. at Bloomington (4)	Univ. of Oregon
Chapman Univ.	Iowa State Univ. (1)	Oxford College of Emory Univ.
College of Charleston (1)	Univ. of Iowa	Palomar College
Univ. of Chicago (3)	Irvine Valley College	Park Univ.
Christian Brothers Univ. (1)	John Carroll Univ.	Peabody Institute of Johns Hopkins Univ. (1)
Clemson Univ. (1)	John Hopkins Univ.	Univ. of Pennsylvania (2)
Coe College	Kalamazoo College	Pomona College
Univ. of Colorado at Boulder (2)	Kansas State Univ. (1)	Princeton Univ. (2)
Colorado College	Univ. of Kansas (1)	Univ. of Puget Sound (1)
Colorado Mountain College (1)	Kenyon College	Purdue Univ.
Colorado School of Mines	Knox College (1)	Quincy Univ.
Colorado State Univ.	Lake Forest College (2)	Ranken Technical College (2)
Columbia College - Chicago (2)	Lawrence Univ.	Univ. of Redlands
Columbia Univ. (2)	Lehigh Univ.	Reed College
Concordia Univ. – Irvine	Lewis & Clark College	Regis Univ. (1)
Concordia Univ. - Seward	Lincoln Univ. (1)	Rensselaer Polytechnic Inst.
Concordia Univ. -Wisconsin	Lindenwood Univ. (1)	Rhodes College
Cornell College	Loras College (1)	Rice Univ.
Cornell Univ. (2)	Louisiana State Univ.	Univ. of Richmond
Creighton Univ. (1)	Loyola Univ. Chicago	Ringling School of Art & Design (1)
Cumberland Univ.	Loyola Univ. New Orleans (3)	Roanoke College
Univ. of Dallas	Luther College	Univ. of Rochester
Davidson College	Lynn Univ.	Rockhurst Univ. (1)
Univ. of Dayton	Macalester College	Rose-Hulman Inst. of Tech.
Denison Univ.	Manhattan School of Music	College of Saint Benedict
Univ. of Denver (4)	Marietta College	Saint Leon Univ.
DePaul Univ. (4)	Univ. of Maryland-College Park	Saint Louis Univ. (2)
DePauw Univ. (2)	Maryville Univ. (2)	Saint Mary’s College
Dominican Univ.	MA Institute of Technology (1)	San Diego Mesa College
Drake Univ.	Univ. of Massachusetts-Amherst	
Drexel Univ.	McDaniel College (1)	
Drury Univ.	Menlo College	
Duke Univ. (3)	Meredith College	
Earlham College	Miami Univ.-Ohio	
Elmhurst College		
Embry-Riddle		
Aeronautical Univ.		

San Diego State Univ. (2)	Southern Methodist Univ.	Texas Christian Univ. (1)	Wellesley College (1)
Univ. of San Diego	Southwest Baptist Univ.	Univ. of Texas - Austin (5)	Wesleyan Univ.
Univ. of San Francisco (1)	St. Ambrose Univ.	Trinity Univ. (1)	Western Illinois Univ.
Santa Barbara City College (2)	St. Louis College of Pharmacy	Truman State Univ. (10)	Western State College of CO (2)
Santa Clara Univ.	St. Louis Community College - Forest Park (6)	Tufts Univ. (1)	Western Washington Univ.
Sarah Lawrence College	St. Louis Community College - Meramec (6)	Tulane Univ. (2)	Westminster College (1)
Savannah College of Art & Design	St. Olaf College	Univ. of Tulsa	Wheaton College - IL (1)
School of the Art Institute of Chicago (1)	Stanford Univ. (1)	Vanderbilt Univ. (1)	Whittier College
Univ. of South Alabama	Stephens College	Vassar College	Willamette Univ. (1)
Univ. of South Carolina	Stetson Univ.	Univ. of Vermont	William Jewell College
Southeast Missouri State Univ. (1)	Stevens Institute of Tech.	Virginia Polytechnic Institute	William Woods Univ.
SIU - Carbondale (1)	SUNY College at Geneseo	Warren Wilson College	Wilmington College (1)
SIU - Edwardsville (2)	Syracuse Univ. (1)	Wartburg College	Univ. of Wisconsin - Madison (2)
	Univ. of Tampa	Washburn Univ.-Topeka	Wittenberg Univ.
	Taylor Univ.	Washington Univ. (11)	Xavier Univ.
	Texas A&M Univ.	Univ. of Washington	Yale Univ. (3)
		Webster Univ. (8)	

ACT & SAT RESULTS

SAT Math Means	CHS	Missouri	National
2008	657	597	515
2009	661	600	515
2010	665	595	516

SAT Critical Reading Means	CHS	Missouri	National
2008	633	597	502
2009	672	595	501
2010	659	593	501

ACT Composite Means	CHS	Missouri	National
2007	25.3	21.6	21.2
2008	25.4	21.6	21.1
2009	25.4	21.6	21.1
2010	26.0	21.6	21.0

Missouri Assessment Program	CHS		STATE	
	Below Basic/ Basic	Proficient/ Advanced	Below Basic/ Basic	Proficient/ Advanced
Communication Arts English II	10.0%	90.1%	26.8%	73.1%
Mathematics Algebra I	24.2%	75.9%	42.7%	57.3%
Science Biology	17.4%	82.6%	43.3%	56.7%



**Student learning
is the center of
the professional
development work.
By focusing on
student learning in
our dialogue, we
build organizational
capacity and maintain
momentum toward
our mission.**



The School District of Clayton is committed to ongoing and continuous improvement focused on student learning. Professional development is embedded in our practice and builds capacity for learning through reflection and inquiry. Staff members develop new awareness and deeper understanding of their work with students when provided with opportunities to learn.

Professional development in Clayton is focused on responsibility for student learning through access to high-quality learning opportunities. These professional growth experiences support the District's curricular directions and allow members of the learning community to develop individual and shared visions of teaching and learning. New Teacher Orientation, conferences, internal workshops, Late Start Days, District-wide professional development days and Summer Institutes are just a few of the professional development opportunities available for Clayton's staff.

PROFESSIONAL DEVELOPMENT

Clayton's professional development process is critical in supporting the learning work of the adults in the District.

The process is shaped, in large part, by the District's foundational mission and its guiding principles, the Comprehensive School Improvement Plan (CSIP) and the policies and procedures that guide our work.

By ensuring that professional development is not an isolated activity, but the work of all the adults in the District, the quality of instruction is enhanced in every classroom. Classrooms do not function as isolated cubicles thanks to peer observation, teachers and administrators walking through classrooms in action and the collaborative examination of student work. Additionally, individuals participate as members of curriculum committees to gather data about student learning, explore research on effective instruction and experiment with promising practices.

Professional Learning Communities (PLCs), study groups, collaborative inquiry and other strategies all support and sustain the improvement of instruction.



PROFESSIONAL DEVELOPMENT PROMOTES STUDENT LEARNING IN A POSITIVE WAY WHEN IT IS:

- ◆ Sustained over time
- ◆ Data-driven, based on student performance
- ◆ Grounded in proven research
- ◆ Aligned with goals
- ◆ Able to be assessed for impact on student and teacher learning
- ◆ Flexible and differentiated through a variety of structures and resources
- ◆ Built through communication among structures
- ◆ Connected to classroom practice



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Beth Scott, Principal

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