



COMMUNITY NEWS

NEWSLETTER 13

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# Congratulations to Betty Lewing, 2007 READ 180 Outstanding Educator

The READ 180 Outstanding Educator Award recognizes the exceptional vocational commitment of READ 180 educators who bring READ 180 to life, truly turning students' lives around!



Betty Lewing, the first annual recipient of the READ 180 Outstanding Educator Award, is a READ 180 Teacher at Lufkin High School in Lufkin, Texas. For over seven years, Betty has

taught READ 180 passionately, fueled by her desire to "Turn Lives Around." Betty has celebrated her success with feature stories on the *NBC Nightly News*, in the February 2007 issue of *The Journey: A Magazine For Women*, in the *Lufkin Daily News*, in the *READ 180 Community Newsletter, Volume 11*, and was most recently presented with this award and honored at the 2<sup>nd</sup> annual READ 180 National Summer

Institute in San Francisco, California. Betty's award was presented by former READ 180 student and

Scholastic colleague, Tabitha Trujillo. Betty's story began in 2000, when Lufkin Independent School District (ISD) made the decision to implement READ 180 at Lufkin High School; it was clear that Betty Lewing was the ideal teacher for their READ 180 classroom. Since 2000, Betty has taught between three and four READ 180 classes per semester for 14 semesters. The READ 180 students of Lufkin ISD experienced

such dramatic results in Betty's classroom that Lufkin ISD converted to READ 180 Enterprise Edition. With Enterprise Edition, Betty was able to achieve even greater results using new tools, like the *rBook*.

Betty's dedication to her students reaches beyond the confinements of school hours and reading instruction, her students keep her cell phone number and are even urged to reach out to her at any hour if in need of her support or assistance. Betty's commitment to turning struggling

readers' lives around is to be commended. Congratulations to Betty Lewing!

“There is not a child that walks into her classroom that does not come out impacted in one way or another by her life, by her love, and by her devotion to see them succeed.”

—Tabitha Trujillo, former READ 180 student of Betty Lewing

Vice President of Intervention Curriculum & Publisher of *READ 180*



Dear *READ 180* Educator,

Welcome back to school!

As *READ 180* enters the classroom for its eighth year, you are part of its legacy and an integral member of the *READ 180* Community—now more than 20,000 educators strong. With passion and purpose, you, equipped with *READ 180*, will take on the challenge of truly turning students' lives around.

The anticipation of the first months of school can be daunting and overwhelming. But as we learned at the 2<sup>nd</sup> annual *READ 180* National Summer Institute this past July, our community of educators is like no other. Your commitment to helping raise students' reading achievement is to be commended.

This year I encourage you to rely on the *READ 180* Community even more. Or even better, take an active role in sharing your knowledge and expanding the awareness of *READ 180* best practices. Here are a few ways that you can make a difference:

### 1. Get involved with the *READ 180* Community Web site

- Join the message board discussions
- Share a teaching tip (see the back page for information on our "Submit a Tip" Back to School Raffle)
- Submit a question to Ask Noelle, our *READ 180* Master Educator

### 2. Nominate an outstanding student, educator, or school (see page 8 for more information)

- Tell us about a special person or school who deserves a *READ 180* Honor or Award

### 3. Contribute to the *READ 180* story

- Share an article or lesson plan in the *READ 180* Community Newsletter or eNews by emailing [Read180Community@scholastic.com](mailto:Read180Community@scholastic.com) for more information.

As you cultivate your own classroom community, we hope you will find support and added expertise in the *READ 180* Community. Remember, your work and your ideas will shape the evolution of *READ 180*. So keep us informed of how the program is working for you and your ideas to make it even better. We always welcome your feedback. Just email us at [Read180Community@scholastic.com](mailto:Read180Community@scholastic.com).

Welcome back and best of luck for a successful year!

Best Regards,

  
Patrick Daley

Vice President of Intervention Publishing

# Nominate a **READ 180** Educator for the 2008 **READ 180** Outstanding Educator Award



To be eligible for the **READ 180** Outstanding Educator Award, the nominated educator should demonstrate:

- High expectations for all students
- A strong desire to work with striving readers, deeply believing that these students can attain the literacy skills needed to succeed in school and in life
- Exemplary understanding that striving to read is motivated by respect, choice, and a safe environment
- Knowledge of differentiated instruction, specifically the ability to use *READ 180* reports to interpret data and make instructional and grouping decisions
- Dedication to utilizing technology to support reading and writing in the *READ 180* classroom
- Strong classroom management skills and strategies with multiple learning groups

The 2008 **READ 180** Outstanding Educator Award nomination applications will be completed by the nominating educator, the nominated educator, and a student of the nominated educator.

The 2008 **READ 180** Outstanding Educator will:

- Be recognized at the *READ 180* National Summer Institute
- Be invited to attend the *READ 180* National Summer Institute
- Receive an engraved honorary token
- Receive \$2,000

Nomination forms will be available at [www.scholastic.com/read180educator](http://www.scholastic.com/read180educator) beginning January 2008.

The nominating educator of the 2008 *READ 180* Outstanding Educator will receive a *READ 180* Xtra Fiction and Nonfiction Collection. All educators nominated for the 2008 *READ 180* Outstanding Educator Award will receive a certificate of recognition.

**Please Note:** The *READ 180* Outstanding Educator Award recognizes all *READ 180* educators and is not limited to classroom teachers or any particular version or stage of *READ 180*.

# Teachers Seek Out Software to Help Students' Reading

By Kathleen Kennedy Manzo

"*Teachers Seek Out Software to Help Students' Reading*" by Kathleen Kennedy Manzo from *Education Week*, July 11, 2007. Copyright © 2007 by Editorial Projects in Education, Inc. Reproduced by permission of Editorial Projects in Education, Inc. Paterson, N.J.

"So many of our students are lacking foundational skills, like decoding, that high school students don't normally get attention for," said Alexandra Gina, the director of high school language arts for the Paterson school system. One of the state's so-called Abbott districts, Paterson benefits from a court decision that equalized funding for New Jersey's economically disadvantaged school systems.

"There are potentially huge gaps in student proficiency in any one classroom," Ms. Gina said. "Only use of a computer program can address those different levels efficiently."

During the 90-minute English/language arts block at Eastside High, for instance, each of the 15 students in the remedial class gets a chance at using one of a half-dozen computers to strengthen basic skills, including decoding, reading fluency, vocabulary, and comprehension. An audio feature allows students to record themselves reading or listen to a taped version of the text. The activities bolster group lessons on grammar, writing conventions, and literature, and equip students for tackling grade-level reading assignments independently, educators here say.

The software component, part of Scholastic Inc.'s comprehensive reading program *READ 180*, was an essential feature when school administrators shopped for language arts instructional materials. With nearly nine in ten entering freshmen at the school last fall struggling with literacy—and most testing at a 4th grade level—teachers needed a program to mitigate students' reading deficiencies

while exposing them to interesting and age-appropriate content.

"Teachers don't have time to sit and explore all the features of a particular software program," said Diane Morrone, a senior literacy associate at Learning Point Associates, a Chicago-based education research and policy organization.

The technology must be suitable to the targeted age group, Ms. Morrone said, meaning simple enough for younger students to use independently, or sufficiently challenging and engaging for adolescents and preteens.

At every grade level, Ms. Morrone and other experts say, the ability to individualize a program is essential, particularly for teachers who organize their reading instruction around small groups and rely on structured activities that allow students to work on their own.

## Making a Difference

That's part of the appeal for teachers at Eastside High, which began implementing *READ 180*, a textbook-based reading program for middle and high school students, last fall. Teacher Shari Valenz, for example, can sit with a handful of her students to discuss writing conventions or literary themes, while another small group sits in the library corner completing reading and writing assignments. The students take turns rotating between teacher-led, independent, and computer-based lessons before completing the accompanying quizzes, also on computer, that

help Ms. Valenz gauge what they've learned. "For years, I taught regular English in a classroom with no TV, no computer, just books, and I'd assign *Romeo and Juliet* and *To Kill a Mockingbird*, and they didn't understand it," she said. "I had to read it to them and explain it. But this program is helping them become readers, so they can read it on their own."

Her students tend to prefer computer time over other classroom activities, but it is only a supplemental tool for Ms. Valenz and other teachers at Eastside High.

While it has proved valuable in giving students guided practice, and has considerable appeal for tech-savvy teens, knowing just how much of a role technology should play in reading instruction is part of the challenge as well, some experts say.

"To be really smart about this, you've got to use the technology where it works best, not in areas where you need teacher instruction and tutoring," said Ted S. Hasselbring, a research professor of special education at Vanderbilt University in Nashville, Tenn. "It should not be playing the role that a teacher should play. It can't do everything, but it does some things well," he said, such as providing manageable text and increased practice time.

Checking off a list of required or preferred features, however, is not enough, added Mr. Hasselbring, who helped create *READ 180*. School leaders, he said, should look for programs that are founded on the principles of research-based reading instruction and have some evidence that they are effective in similar schools and districts.

"We know there are certain things necessary to making good readers, and you need to look for

technology that supports what we know about good reading instruction," Mr. Hasselbring advised. "And you should ask: Is there evidence that this program is making a difference with kids?"

The most effective software keeps students engaged with both content and format, and provides feedback to help teachers adjust their instructional approaches, according to Marilyn J. Adams, a prominent reading researcher.

"The software has to cause children to actively pay attention to what you want them to learn," said Ms. Adams. "It must always give the teacher [information] about how kids are doing and progressing."

Such features in *READ 180* have pleased Ms. Valenz, and her students.

Using that program's computerized database, she has been able to gauge students' progress on specific skills, such as spelling and comprehension, and overall proficiency. The reports then suggest suitable classroom and homework assignments for each of them.

In the course of the school year, Ms. Valenz said, nearly all the students advanced two grade levels or more in reading, and most had mastered 9th grade work, skills that have carried over to their other schoolwork.

"And now in other classes, they can read their history books, and they can read their science books," she said. "For a lot of these kids, this is the first time they are getting this kind of success."

Coverage of new schooling arrangements and classroom improvement efforts is supported by a grant from the Annenberg Foundation.



# TEACHER TALK

Where *READ 180* teachers share their stories

## THE BACK TO SCHOOL TRANSITION

By Sandra Blair, Greenway Middle School, Phoenix, Arizona

This will be my 20<sup>th</sup> year in teaching and my 3<sup>rd</sup> year with *READ 180*. While times and teaching techniques have changed, one thing has stayed the same: the challenges of transitioning back to school. This goes for students as well as teachers. I'd like to share some of the things I do to hit the ground running as the year begins.

### Preparation and relaxation go a long way

I recommend that you go back to school before you are required and get your room all set up. Clean the desks, put up new bulletin boards, plug in a good air freshener, make your plans for what to do the first day of classes etc. Once you feel like everything is in place, do something really fun or relaxing the day before you are required to show up at your school. Have a really good last day off!

### Be patient and optimistic

Teaching middle school students is a hard job, especially when they are struggling readers. Understanding that their attitudes will get better as they become more confident readers will help you get through the first few rough months.

### Winning the name game

Learning all of my student's names is a challenge every year. I have six classes with 15 in each one — that's 90 new names to match with faces. So here are a few techniques that I've used over the years. I try to take at least five minutes during

each class to say the student's name and look at them very closely. I also have each child fill out an "All About Me" sheet with their personal likes and dislikes. I've found that the more I know about them as individuals, the faster I learn their names.

### Make that first month count

The first month of school can be the hardest. You have a brand-new set of students who are still lamenting the end of summer. Here are some tips to make that first month count. It can really set the stage for a successful year of *READ 180*:

#### ✓ Make *READ 180* a welcoming place

Many students come into *READ 180* feeling defeated. Try to help them understand that it is not a punishment but a privilege to get extra help with their reading. Most of my new students tell me that they hate reading! Let yours know that you are glad they are in your class. Make your class a safe, secure, and welcoming place. Discipline is a must!

#### ✓ Display encouraging posters

Hang the *READ 180* posters that Scholastic provides. Also, set up a wall area to display each student's certificates as they earn them throughout the year. I hang up reports with little sticky notes to the students encouraging them. When your students see that there are rewards for hard work and achievement, they'll be more likely to put in the effort.

## IN THE MONEY



### Motivating Parents and Students at Open House

Last year, I nominated my student, Florentina, for the *READ 180* All-Star Award. Florentina was selected as a *READ 180* All-Star, recognizing her outstanding reading achievement. Florentina received a check for \$1,200.00.

This year, I made a giant check to display for the parents and students. It is made out to “*READ 180* All-Star” in the amount of \$1,200.00. The memo line reads, “For hard working student.” I’m going to display the giant check at Open House to engage the parents and motivate the students to begin the school year by working really hard toward reading success with the possibility of receiving this award. On the first day of school, each student will receive a smaller copy of the giant check to keep as their own as a daily reminder of the possibilities of reading achievement.

—Sandra Blair

Submit your tip online at:  
[www.scholastic.com/read180/tips](http://www.scholastic.com/read180/tips)

#### ✓ Familiarize yourself with the material

Prepare yourself by watching the preview DVDs, reading the stories several times, and knowing the vocabulary you will be introducing. The more you know the information, the better you can teach it.

#### ✓ Practice the rotation

For at least a week, practice the rotation system in your classroom. Use a timer and make sure that students push in their chairs, walk quietly and quickly, and pretend to get started immediately in preparation for the “real thing”. I also post a schedule so that the students (and a substitute teacher) know what we’ll cover each day of the week. The students write this information in their planners on Monday. It’s also a great way for students who are absent to see what they’ve missed.

#### ✓ Let them have fun

I not only give the unit test provided in the student book, but for practice, I make a crossword puzzle using the vocabulary words. I also make a vocabulary test. On one side they have to match the vocabulary word to the definition. On the backside they have a fill in the blank test using the vocabulary.

#### ✓ Hold off on S.A.M.

To save yourself from extra work, wait at least a week before entering students’ names in S.A.M. This allows for any schedule changes that may happen early in the year.

#### ✓ Introduce a reward system

Extra motivation can go a long way. I give quarterly certificates to students for achievements such as most words read, highest grade percentage, most *SRC!* points earned, most improved and highest SRI score. I also reward positive behaviors with little perks like an extra day to turn in homework, a new pencil, or a bathroom pass. My students will have extra motivation for this year. Last year I had a *READ 180* All-Star who received a check for \$1,200. I think I can use this to really encourage my students to work super hard in my class!

A final word of advice: remember, our *READ 180* students are special! They need a lot of care, motivation, discipline, security, encouragement, and understanding. Watching them walk in the first day “hating to read” and leaving the room “loving to read” makes teaching worthwhile. Embrace *READ 180* and enjoy teaching this year! I’m looking forward to hearing about your success within the *READ 180* Community.



# Put Me in, Coach

The most effective teachers are not the ones who know the “best way” to teach. Instead, they’re the teachers who know the best way to teach to their specific students. But can we do that? Can we adjust our methods based on our students?

As back to school approaches, I decided to use the final days of summer to ponder those questions. I thought about what is so different between my experiences as a student (some 20 years ago) and those of the students I encounter today.

For starters, I am a product of textbook instruction, dittos, and Classic MTV™. Give me a game made for Atari™ and I can play. Hand me the remote for the Nintendo™ Wii and I freeze. It’s hard for me to control the buttons, watch the screen, and understand my goal. But I can listen to a lecture, take notes, read the text, produce new information, and share my knowledge—all without technology. Today’s students not only deserve new teaching techniques and routines, they require them to stay engaged. The instruction must be right for them.

Engagement is the name of the game for all students. As teachers of striving readers, our “game” is a little different. Striving readers have mastered the skill of survival. They’ve learned a series of ways to disengage from classroom instruction: asking to go to the bathroom, putting their head down, avoiding eye contact, and even “forgetting” key tools such as a textbook. Tuning out keeps them safe from feelings of embarrassment or frustration. *READ 180* offers motivating materials that are just too cool to avoid. The instructional routines bridge the gap between teacher, content, and student.

Now is the time to check out the routines and the strategies for helping *all* students understand the importance of participating. Putting these into classroom practice with consistency will bring equal access to instruction, helping these students learn the skills, transfer the learning, and experience success.

At the beginning of the year, don’t worry if they question the purpose. You’re throwing them a curve ball. I cannot tell you how often I say, “Back to whole-group.”, “Fabulous response, but will you please restate your answer using the complete sentence starter?”, “All eyes on text, please.” Keep at it. The routines work.

Ease yourself into the routines. Preview Workshop 1 and locate the routines, read the Instructional Routine tab in your *READ 180 Teacher’s Edition*, and use *Your First Three Weeks* for lessons to teach your students.

### HERE ARE MY FAVORITE TIPS

1. Give students a listening task. Make sure they understand the task.
2. Provide the sentence starters as a visual. Watch the students use them for a confidence boost.
3. Use the time to think as your evidence check. Give students the thumbs up or further support if needed.
4. Be consistent.
5. Keep a chart to record and manage participation. You will want to make sure you’re including everyone. If not, they will learn your patterns.

If you put the routines into action and require engagement in a safe, respectful, and challenging way, hands will rise signaling, “Put me in, coach. I’m ready to play.” You’ll find that playing to your students’ individual strengths—and recognizing their challenges—will create the most effective teaching environment.

Ask Noelle  
August 2007

# Content-Area Connection Web Links

## FREE READ 180 Extension Resources Are Available Online

### Introducing READ 180 Content-Area Connection Web Links

Browse the *READ 180* Community Web site to access free Content-Area Connection Web Links. The Content-Area Connection Web Links work in tandem with the Resources for Content-Area Reading (see page 10 for information on ordering), developed to extend *rBook*® instruction and offer scaffolding and teacher support in content-area reading. These links are referenced at the start of each “Research Project” lesson found in these books.

The Web Links can also be used to deepen and enrich content knowledge within *rBook* Workshops, even if you are not currently using the Resources for Content-Area Reading.

Content-Area Connection Web Links are available for Stages A, B, & C and provide two or more links to enrich each Workshop and provide extension and background learning opportunities for each *READ 180* student.

The screenshot shows the READ 180 website interface. At the top, it says "America's Premier Reading Intervention Program" and "READ 180 Resources for Content-Area Reading". Below this, there's a navigation menu with options like "GETTING STARTED", "TEACHING RESOURCES AND SUPPORT", "CONTENT-AREA RESOURCES", "PARENT LETTERS", "CERTIFICATE MAKER", "BEST PRACTICES", "SIGN UP FOR NEWSLETTER", "NEWSLETTER ARCHIVE", "CONNECT WITH READ 180 EDUCATORS", "HONORS AND AWARDS", "ANNOUNCEMENTS & EVENTS", and "SHOP READ 180".

The main content area is titled "READ 180 Resources for Content-Area Reading" and includes a paragraph explaining the purpose of the resources. Below this, there are three buttons for "Stage A", "Stage B", and "Stage C". The "Stage A" button is selected, and the content below is titled "Stage A: Content-Area Resources".

Under "Stage A: Content-Area Resources", there's a section for "FREE Content-Area Connections Web Links for Stage A" with a list of workshops:
 

- Workshop 1: Fires Out of Control
- Workshop 2: Coming to America
- Workshop 3: Bud, Not Buddy
- Workshop 4: Bullies Beware
- Workshop 5: Secrets of the Mummy's Tomb
- Workshop 6: Good Sports
- Workshop 7: Taming Wild Beasts
- Workshop 8: Food: The Good, the Bad and the Gross
- Workshop 9: No Small Hero

 Each workshop has a brief description and a "Back to Top" link. For example, "Workshop 1: Fires Out of Control" includes "Weather Watch (Science)" and "Research Starters: Extreme Weather (Science)".

At the bottom of the screenshot, there are several promotional banners:
 

- "Scholastic Reading Skills Kits" with a 10% discount.
- "EXPERIENCE ENTERPRISE EDITION Accelerate Learning. Convert to Enterprise Edition" with a 15% discount.
- "ACT NOW! Current READ 180 customers receive a 15% discount on ReadAbout!"
- "FREE rBook Projects" for Enterprise Users.

Visit [www.scholastic.com/read180/community](http://www.scholastic.com/read180/community) to browse them today!

**TIP:** To provide *READ 180* students with continuity across core subjects, share these links with content-area teachers in your school. Content-area teachers will be able to bridge the information learned online with the curriculum in school.

Do you have a lesson plan you want to share with *READ 180* Educators using the Content-Area Connection Web Links for *rBook* Workshop extension?  
 Email [Read180Community@scholastic.com](mailto:Read180Community@scholastic.com)

# READ 180 Honors and Awards recognizing exemplary achievement and proving READ 180 can truly turn students lives around.



### The READ 180 All-Star Awards

recognize the outstanding achievements of students who have overcome reading challenges to succeed in school.

Nominate READ 180 students online beginning January 2008 for the 2008 READ 180 All-Star Awards.

### Winners Receive:

- \$1,200 toward furthering education
- Honorary Plaque
- Scholastic Materials



### Nominating Educator Receives:

\$1,000 toward Scholastic Educational Materials



**NEW!**  
Introducing the  
READ 180 Outstanding  
Educator Award!

### The READ 180 Outstanding Educator Award

recognizes the exceptional vocational commitment of READ 180 educators who bring READ 180 to life, truly turning students' lives around!

Nominate READ 180 educators online beginning January 2008 for the 2008 READ 180 Outstanding Educator Award.

### Winner Receives:

- An Invitation to Attend and Recognition at the READ 180 National Summer Institute
- An Engraved Honorary Token
- \$2,000



### Nominating Educator Receives:

READ 180 Xtra Fiction and Nonfiction Collections



### The READ 180 Platinum Performer Award

recognizes READ 180 schools exhibiting quantifiable reading gains in an environment of on-model READ 180 scheduling and implementation, that from a visionary goal, achieves principal, teacher, and student satisfaction with READ 180.

Nominate your school online today!

### Winners Receive:

- READ 180 Xtra Topic Software
- Platinum Performer Certificate
- Platinum Performer Banner
- Platinum Performer Brochure



To learn more visit [www.scholastic.com/read180/community](http://www.scholastic.com/read180/community)

SCHOLASTIC

## Resources for Content-Area Reading



Introducing the new *READ 180 Enterprise Edition Resources for Content-Area Reading*. Designed to extend classroom instruction, resources for Content-Area Reading help students make deeper connections to content-area subjects, while teaching research skills.

Stage A: ISBN#QJS504199, Stage B: ISBN#QJS504200, Stage C: ISBN#QJS504201.

Call a Scholastic Representative at 1-877-234-READ for more information or to place an order. **Mention code QJS.**

**SAVE  
10%  
Order by  
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ENTERPRISE EDITION



## ASK NOELLE

For more tips and advice from Noelle, visit [www.scholastic.com/read180/asknoelle](http://www.scholastic.com/read180/asknoelle)

**Question:** This fall, I will begin my 2<sup>nd</sup> year teaching *READ 180*; it will be the 2<sup>nd</sup> year for my students too. I would like to shorten the first three weeks of practicing the routines because my students are already familiar with instructional sequence. What do you suggest?

**Answer:** Have you made any changes to the classroom set-up, its procedures, or to your own expectations for the students? Do the returning students know and understand the instructional model for *READ 180*? As you think through the answers, you'll find areas where you need to anchor the Instructional Model to last year's experience and areas where specific procedures, routines, and expectations will need re-teaching and modeling.

Perhaps look to have this class going within the second week. However, I would caution that you gauge your pre-instructional time on the climate of the classroom when they enter in the fall, their familiarity with the highest of expectations for achievement, and knowledge of *READ 180* classroom routines.

**Question:** I taught *READ 180* last year. When I am entering my new class into S.A.M., do I need to delete last year's names from the system?

**Answer:** When setting up S.A.M. for the new school year, you never need to delete student accounts from the previous year. Our programs are designed to carry over student data from year-to-year. Depending on what version of *READ 180* you are running, the process will differ slightly.

- If you are running *READ 180* Enterprise Edition, you can use the Manage Student Promotions tool to promote your students to the next grade and remove them from their classes. They will be placed in Manage Inactive Accounts. You can then create new classes and assign your students to them.
- If you are running *READ 180* v.1.6, simply uncheck all of the students from current class, create your new classes, and add the students back appropriately.

It is always a good idea to check with your district team to find out how they would like to save students' data as well. This will ensure that you are following district protocol.



## TY'S TECH TIP

### Technology Tips for your *READ 180* Implementation

For Tech Support, call 1-800-283-5974

**Question:** How can I filter the demographics list in Scholastic Achievement Manager (S.A.M.)?

**Answer:** Student Profiles contain demographic data that supports administrators in running reports based on *No Child Left Behind (NCLB)* reporting categories. This disaggregated data helps districts and schools to track, monitor, and demonstrate Adequate Yearly Progress (AYP). The Demographic filter provides focused reporting based on various categories, including:

1. AYP Criteria: Make distinctions between students with economic disadvantages, gifted and talented students, students with limited English proficiency, students with disabilities, and migrant students.
2. Ethnicity: Identify students from various ethnic backgrounds, like Asian, Native American/Native Alaskan, Pacific Islander, African American, and Caucasian.
3. Grade: Filter reports depending on which grade the student or class is associated with.

4. Gender
5. Scholastic Program: Make distinctions based on whether a student or class is enrolled in *READ 180*, ReadAbout®, SRCI, SRI, or any other Scholastic program powered by S.A.M.

You can use the Demographic Filter to run any Multi-Classroom or Classroom reports (up to 30 students in a class) by one or more of the demographic categories. Choosing more than one category will generate more specific reports.

#### To apply AYP filters to a report from a reports screen:

1. Click the Apply Demographic Filter link on the top of the reports screen to open the Demographic Filter window.
2. Use the check boxes to select students based on the categories which you would like to run a report.
3. Click on Run Report to rerun the report to include and display the students that match your selections.

# UPCOMING READ 180 EVENTS

## Introducing the READ 180 Community Back to School Raffle

Submit a Back to School Tip and  
be automatically entered to win an  
Xtra Level 1-2 Collection valued at \$499.00!\*



Do you have good advice for motivating students in the first few months of school? Is your classroom set-up something to brag about? Have you developed an interesting *rBook* extension activity? Visit [www.scholastic.com/read180/tips](http://www.scholastic.com/read180/tips) to submit your Back to School *READ 180* teaching tip to share with your *READ 180* colleagues. Your tip could be featured online or in the next Community eNews.

\*Visit [www.scholastic.com/read180/tips](http://www.scholastic.com/read180/tips) to view the Official Rules and Regulations of the *READ 180* Community Back to School Raffle. Raffle ends October 31, 2007.

COMMUNITY NEWS

Get special offers  
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Send a note to:  
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or sign-up online at the  
*READ 180* Community  
and we will be sure to add  
you to our list of recipients.

Item# 142513 (Not in JC)  
10M 9/07



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### SOUTHEAST

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