U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) [**X**] Elementary [] Middle [] High [] K-12 [] Other

[] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Ms. JoAnn Swinton

Official School Name: Earlville Elementary School

School Mailing Address:
213 Stow Street
P.O. Box 218
Earlville, IA 52041-0218

County: 28 State School Code Number*: 418

Telephone: (563) 923-3225 Fax: (563) 923-3305

Web site/URL: www.maquoketa-v.k12.ia.us E-mail: jswinton@maquoketa-v.k12.ia.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Doug Tuetken

District Name: Maquoketa Valley Community School District Tel: (563) 922-9422

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Donna Kunde

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

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

Private Schools: If the information requested is not applicable, write N/A in the space.
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1.   The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2.   The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3.   To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4.   If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5.   The school has been in existence for five full years, that is, from at least September 2003.

6.   The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.

7.   The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8.   OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9.   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.

10.   There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:

3	Elementary schools
1	Middle schools
	Junior high schools
1	High schools
	Other
5	**TOTAL**

2. District Per Pupil Expenditure: __5578__

    Average State Per Pupil Expenditure: __7091__

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
    [X] Small city or town in a rural area
    [   ] Rural

4. __18__ Number of years the principal has been in her/his position at this school.

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7			0
K	12	9	21	8			0
1	5	12	17	9			0
2	11	9	20	10			0
3	13	8	21	11			0
4	6	12	18	12			0
5	7	13	20	Other			0
6			0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL					117

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native

                                                   0 % Asian

                                                   0 % Black or African American

                                                   0 % Hispanic or Latino

                                                   0 % Native Hawaiian or Other Pacific Islander

                                                 100 % White

                                                   0 % Two or more races

                                                 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

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

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	0
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1.	117
(5)	Total transferred students in row (3) divided by total students in row (4).	0.017
(6)	Amount in row (5) multiplied by 100.	1.709

8. Limited English proficient students in the school: 0 %

    Total number limited English proficient   0

    Number of languages represented: 0
    Specify languages:

9. Students eligible for free/reduced-priced meals: 43   %

          Total number students who qualify: 50

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 free and reduced-price school meals 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: 10   %

     Total Number of Students Served: 12

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

1	Autism	0	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	5	Specific Learning Disability
0	Emotional Disturbance	6	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	0	1
Classroom teachers	6	0
Special resource teachers/specialists	1	6
Paraprofessionals	2	2
Support staff	2	2
Total number	11	11

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 ** 20   :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	96%	95%	93%	98%
Daily teacher attendance	93%	98%	97%	95%	98%
Teacher turnover rate	0%	0%	12%	0%	0%

Please provide all explanations below.

07-08 93% Daily teacher attendance was due to one teacher illness.

05-06 12% Teacher turnover rate due to one retirement.

04-05 93% Daily student attendance due to a family of four children with poor attendance.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	**100**	%

PART III - SUMMARY

Our Mission is to empower students to reach their full potential.

Earlville Elementary is located on several acres of gently rolling hills and a shady playground in rural northeast Iowa. It is a part of the Maquoketa Valley School District located in rural northeast Iowa. Grade-level configurations within the district include three elementary buildings, which are located in Hopkinton (PK-5), Earlville (PK-5), and Delhi (JK-5). Also located in Delhi is the Maquoketa Valley Middle School (6-8) and High School (grades 9-12). District enrollment is currently 784 with enrollment trends showing a decline over the last seven years. English is the primary language spoken in nearly all of our students' homes. The ethnicity of Maquoketa Valley students is nearly 100% white. During the 07-08 school year the poverty level of Earlville Elementary was 43% while Maquoketa Valley District was 30%.

Because many of our students' parents travel outside their communities for employment, we especially appreciate their excellent parent support for and involvement in their children's education. Attendance at parent-teacher conferences is consistently near, if not at, 100%. Patrons of the district passed the one-cent sales tax and have passed the Instructional Support Levy each time it has come up for approval. In the mid 1990's Earlville Elementary students, staff, parents, and community members raised money for and together installed two beautiful playground structures for the students. The district patrons supported and passed an 8.1 million dollar bond issue in 1999 to replace the Delhi Elementary/Middle School and Earlville Elementary School. Within our communities there is a deep sense of pride in the achievement of Maquoketa Valley students as well as our beautiful facilities.

Everyday the goal at Earlville Elementary is for each child to successfully experience academic and social growth. The teachers assigned full-time to Earlville Elementary for the majority of the last five years include eight experienced teachers who between them have a total of 180 years experience. They, along with an outstanding and caring support staff, are dedicated to the success of each student. Like many of the teachers and staff members within the Maquoketa Valley District, they often go above and beyond expectations.

One of the characteristics that contributes to the success of Earlville Elementary School is that there is a family atmosphere in which families and teachers know each other well. Many of our students' parents went to Earlville Elementary School when they were young and had some of the same teachers their children have now. This familiarity helps create an atmosphere of trust and respect.

District teachers work together under the expert direction of our Director of School Improvement to set appropriate standards and benchmarks and align curriculum for our students in order to provide consistency in instruction throughout our district. Results of formative assessments drive instruction and determine the need for reteaching. Strong support programs are in place to provide proactive interventions including Title I reading and math, special education, guidance, student health, associate support, principal, and AEA psychologist, speech pathologist, social worker and various content consultants.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Over the past several years, teachers at Maquoketa Valley have become more knowledgeable about how to analyze student data. Teachers have learned the importance of triangulating student achievement data to make informed decisions about our students' needs. One of the key assessment pieces of the triangulated data reviewed annually is the data received from the Iowa Tests of Basic Skills (ITBS). This battery of tests is administered throughout the district beginning in third grade in mid-January. The State of Iowa has determined that students are considered proficient if they perform at the 41st percentile or higher on the ITBS. Students performing at the 90th percentile or higher are considered to be at the advanced level. State trajectories for increased student achievement have been set for schools by the State with a goal of 100% proficiency by all students in 2014. As indicated by the data provided below, Earlville Elementary students are well above the State's trajectory. Further information may be found by accessing the Iowa Department of Education website at www.iowa.gov/educate.

Teachers at Earlville Elementary work collaboratively with their colleagues at the other two elementary buildings in the district through grade-level collaborative meetings as scheduled through professional development. We share ideas, plan activities, and review effective instructional strategies during our meetings. We also share our successes in the classroom with one another while actively seeking assistance and ideas for the challenges we continue to face each day.

Earlville Elementary is also well represented on numerous committees throughout the district including the Professional Development Team, the School Improvement Advisory Committee, and our district Literacy Team. The district's professional development team meets regularly to discuss and monitor professional development in each building throughout the district. The team monitors the effectiveness of our professional development. This open discussion allows all representatives on the team a chance to share and learn more about one another. Committee members play an active role on these committees by discussing ideas and planning for building and district professional development opportunities.

The district is also involved in an annual fall countywide professional development day. Teachers lead sessions sharing information and ideas with other interested teachers. Teachers also meet in grade-level meetings to discuss what is happening in our schools. Overall, it is a positive learning experience for the teachers as they develop relationships with colleagues throughout our county. If Earlville Elementary were to be recognized as a Blue Ribbon School, our success would be shared with other schools during the collaborative day.

The success of the students at Earlville Elementary is shared amongst the teachers, principal, support staff, and the entire district. Each month there are several articles in our district's newsletter to the patrons sharing news from our school, and we look forward to collaborating with them as a Blue Ribbon School nominee.

Earlville Elementary is proud of its academic performance on the ITBS assessment. Since the January 2006 testing season, 100% of all third graders at Earlville Elementary have been proficient in reading comprehension. In addition, all third grade low socioeconomic students have been proficient on the ITBS since the 2003-04 school year. Fourth grade students at Earlville Elementary for the past five testing seasons have shown proficiency levels of 94% or higher in reading comprehension. In 2007-08 alone, 42% of those students were at the advanced level on the ITBS scoring at or above the 90th percentile. During the 2007-2008 school year, fifth grade students were at 95% proficiency with only one student scoring below the desired level.

As the math data is reviewed for Earlville Elementary, it remains fairly consistent with the reading data. For the past three years, 90% of the third grade students have been proficient in math with only one student for the

past two years falling below the proficiency level. An astounding 47% of the students in the fourth grade classroom in 2007-08 were at the advanced level for math with 100% of the students within the proficient range. The fifth grade math assessment results for the past five years have shown proficiency for students at 93% or higher with the exception of only one school year during that time period.

2. **Using Assessment Results:**

Teachers within the building review results from ITBS annually. Teachers review the item analysis data to determine areas of strength and areas of concern. Since we have been conducting this analysis for several years, we are able to monitor trends and areas of relative strength and concern. The results from this in-depth analysis are shared with the School Improvement Advisory Committee (SIAC) and the district's Professional Development Team. The SIAC uses the data analysis results to help set the goals for the upcoming school year while the Professional Development Team uses the results to determine if the direction the district is taking with professional development is on target with the identified areas of students' needs. Alignment of the district's comprehensive school improvement goals with building and professional development goals, allow a streamlined approach to student achievement. Teachers also use this data to develop individual career development plans aligning plans to student data and building goals.

In addition to standardized testing, teachers at Earlville Elementary recognize the importance of assessing our students on a daily basis through formal and informal assessments. This data drives our instructional decisions each day. It is through the analysis of data from the various assessments that instructional decisions are made for students. These decisions also include supplemental or intensive assistance. Students may receive additional instruction through Title I services and/or summer school. Weekly problem solving team meetings with AEA consultants, teachers, counselors, and the building principal promote a great deal of accountability for monitoring educational decisions made about student interventions.

Our teachers and administrators have been trained on differentiation strategies following review of our student achievement data. We have learned that differentiating activities within the classroom based upon students' abilities, interests, and readiness levels play a significant role in helping all of our students be successful.

3. **Communicating Assessment Results:**

ITBS results are reported to the public and to the Iowa Department of Education in the Annual Progress Report due each September. Subgroup data is not reported if there are fewer than 10 students in a subgroup. Even though Earlville is a small elementary school and not all subgroup data may be reported, all student data is reviewed for each of our students.

Earlville Elementary hosts two parent-teacher conferences each school year in the fall and in the spring. Teachers share student work samples and classroom assessment data with parents during conferences. The results from the Iowa Tests of Basic Skills are also shared with parents in grade three through five in the spring. In addition, teachers assess all students in kindergarten through fifth grade using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times a year. Those students not meeting grade level benchmarks are identified and parents are notified. Progress monitoring checks are performed regularly in an effort to assist those students not meeting reading expectations. The Measures of Academic Progress (MAP) test results through Northwest Evaluation Association (NWEA) are shared with parents of children in grades three through five at fall and spring conferences.

Open communication between families and the school are one of the strengths of this small rural community. Parent communication sheets are sent home weekly by classroom teachers. E-mails, phone calls, and

PowerSchool, the student management system, keep parents informed about their child's progress in school.

4. **Sharing Success:**

Teachers at Earlville Elementary work collaboratively with their colleagues from the other two elementary buildings in the district through grade-level collaborative meetings as scheduled through professional development. We share ideas, plan activities, and review effective instructional strategies during our meetings. We also share our successes in the classroom with one another while actively seeking assistance and ideas for the challenges we continue to face each day.

Earlville Elementary is also well represented on numerous committees throughout the district including the Professional Development Team, the School Improvement Advisory Committee, and our district Literacy Team. The district's professional development team meets regularly to discuss and monitor professional development in each building throughout the district. The team monitors the effectiveness of our professional development. This open discussion allows all representatives on the team a chance to share and learn more about one another. Committee members play an active role on these committees by discussing ideas and planning for building and district professional development opportunities.

The district is also involved in an annual fall countywide professional development day. Teachers lead sessions sharing information and ideas with other interested teachers. Teachers also meet in grade-level meetings to discuss what is happening in our schools. Overall, it is a positive learning experience for the teachers as they develop relationships with colleagues throughout our county. If Earlville Elementary were to be recognized as a Blue Ribbon School, our success would be shared with other schools during the collaborative day.

The success of the students at Earlville Elementary is shared amongst the teachers, principal, support staff, and the entire district. Each month there are several articles in our district's newsletter to the patrons sharing news from our school, and we look forward to collaborating with them as a Blue Ribbon School nominee.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Teachers throughout the district have worked in curricular teams with our Director of School Improvement to determine the standards and benchmarks for each area of study. Alignment has been completed for most curricular areas but continues to be a focus for our district. Prior to the selection of a new textbook, a curricular team of teachers, representing each grade level, studies the most current research to provide a basis for narrowing the textbook selection process, ensuring the new text correlates well with our standards and benchmarks.

Language Arts: Our language arts program includes standards for reading, writing, speaking, listening, and study skills. Earlville students have much of each day focused around these five standards. We believe that success in these five areas is essential for life-long learning. More thorough discussion of our reading program can be found under number 2a later in the application.

Math: Our math standards include the areas of problem solving, concepts of numbers, computation, measurement, geometry, statistics and data analysis, probability, and algebra. One of the main goals of our math program is to help students learn to apply their math knowledge to real-life situations. More information concerning our math curriculum can be found under number 3 later in the application.

Science/Health: Science standards include the areas of scientific inquiry, the earth and universe, life science, matter, change and development of scientific knowledge, and understanding the effects of societal changes on the earth's environment. Our science curriculum is supplemented with hands-on VAST kits for which our teachers have received specific training. These kits provide additional opportunities for scientific inquiry as students experiment, observe, predict, collect and interpret data, and draw conclusions.

Social Studies: The standards within this curricular area include history, geography, economics, and government. Using a variety of activities and projects, the students learn about the people in our country, around the world, and the implications learned from history. One of our goals in social studies is to help students become responsible, involved citizens.

Art: In our elementary art program all students learn experimentally to achieve the following objectives: quality artwork, communication, higher level thinking skills, and self-understanding. These objectives are achieved through a variety of organized and sequential lessons using an array of art forms and concepts as well as through interactions between students, teachers, and other adults. In addition, all students learn how to self-assess their efforts while being evaluated through rubrics, written reflections, teacher checks, and report cards. The art teacher correlates art instruction with general classroom instruction when possible, helping students make valuable connections.

Music: The music curriculum includes theory, singing, playing instruments, improvising, composing, reading music, music history, and performance. Students are actively engaged in a wide variety of fun activities focusing on achievement of the standards. Students in fourth grade learn how to play the song flute and instrumental music is available to students beginning in fifth grade. Students perform two well-attended concerts each school year.

Physical Education: Our physical education curriculum offers a wide variety of activities in which all students can participate throughout the class period. The goal of our program is to help students begin to develop knowledge and skills to help them continue to be physically active throughout their lives. The standards, which are a basis for our curriculum, are taken from the National Standards for Physical Education.

Also a part of our curriculum:
Talented and Gifted programming
Special education
Guidance and Counseling
Library/Media/Technology

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

Helping each student become a successful reader is a goal and major focus of our school. During the 2004-2005 school year a Literacy Team was formed which included two teachers from each elementary building, an elementary principal, and our Director of School Improvement. The Literacy Team received intensive training in Every Child Reads over a period of three years. The members of the team continue to attend trainings on the most current research and best practices to bring back to the district. Team members share information, model strategies, and provide direction for professional development.

Maquoketa Valley's comprehensive reading program is based on nationally recognized literacy research and includes the five big ideas of reading instruction: phonemic awareness, phonics, vocabulary, fluency and comprehension. All students receive direct reading instruction during our ninety-minute literacy block. The reading curriculum is driven by the district's standards and benchmarks. Instructors continually assess student achievement. Students are highly engaged in a wide-variety of fluency, comprehension and vocabulary strategies.

Students are assessed three times a year using the Dynamic Indicators of Early Literacy Assessment. DIBELS assessments, MAP scores, ITBS, and curriculum-based assessments help teachers identify students needing additional instruction provided through reteaching within the classrooms, associates, one-on-one and small group instruction by the Title I program, and special education program. The Title I teacher targets specific skill deficits as students move in and out of the Title I program based on achievement data. Through special education services, students are provided both pullout instruction and/or co-teaching. Nearly all of the pullout instruction is done outside of the ninety-minute literacy.

Computer assisted reading instruction available to students includes Click'n Read, Success Maker, and Scholastic Reading counts.

2b. **(Secondary Schools) English:**

   This question is for secondary schools only

3.   **Additional Curriculum Area:**

Our elementary math teachers worked in grade level teams to develop the Instructional Decision Making (IDM) for out math curriculum. The teams broke down each math benchmark into components. During this process we were able to further align the curriculum, identifying overlaps and gaps. In using IDM, students are assessed, instructional decisions are made, instruction is provided, progress is monitored, and instruction is adjusted to address specific student needs. Formative assessments for each component may be different between classrooms, however benchmark summative assessments are consistent throughout the district.

Our math program has a strong focus on building skills, problem solving for real-life application, and mastery of concepts. Each classroom spends an hour on math instruction every day. Math instruction occurs in large and small groups, and includes a focus on vocabulary and real-life examples, encouraging students to solve problems in multiple ways.

Automaticity of math facts is viewed as essential learning for our students. Paired students in grades two through four work together to master basic math facts through daily practice using Rocket Math.

Computer assisted learning in math includes ALEKS for fourth and fifth grade students who spend one hour weekly engaged at their instructional levels across all math standards. One of the many benefits of this program is the automatic reteaching and practice of math skills that challenge all levels of learners. Third grade students spend thirty minutes additional time practicing their math using the online program First in Math.

To more thoroughly assess the math understanding of our kindergarten through second grade students, we have recently been trained to use Kathy Richardson's "Assessing Math Concepts". We believe we will find these assessments very helpful in identifying students who need additional instruction.

4. **Instructional Methods:**

Earlville Elementary is a small rural school without a diverse population. However, we do have a wide range of achievement levels within most classrooms. Teachers have been working to increase the number of research-based strategies within their instructional toolboxes in order to meet the needs of all students. Most recently, differentiated instruction has become a focus of our professional development activities. Through training, our teachers learned early that a "one-size-fits-all" approach to instruction will not meet the varying needs of all learners. Teachers must discover students' learning styles and interests in order to most effectively meet each learner's needs. Teachers use many strategies to then assist with those identified needs. Differentiated strategies allow teachers to vary the content, the process, and/or the product.

A few of the differentiated instructional strategies used by the teachers include tiered assignments, flexible grouping, and learning centers. Tiered assignments allow teachers to extend the learning of those students who need further enrichment, while at the same time meeting the needs of those students who are struggling to be successful. Through flexible grouping, teachers are able to group students by readiness, interest, and ability. Centers provide the opportunity for students to choose activities, complete leveled assignments, and work cooperatively with peers. Using centers, teachers are able to look beyond abilities and bring in student interest and choice activities.

Two additional strategies used by teachers are RAFT and Quick Write. RAFT provides a flexible and creative approach in which the student adopts a role and writes from that perspective. Quick Write allows students to reflect on their learning by writing a quick summary or answering a specific question.

Differentiated activities provide opportunities for all abilities of students to successfully learn the content.

5. **Professional Development:**

Maquoketa Valley's professional development is based on the Iowa Professional Development Model. This model includes an ongoing cycle of reviewing data, determining focus and design of professional development, providing training/learning opportunities, collaboration/implementation, ongoing data collection, and program evaluation. Our professional development activities have been a result of shared leadership with our Professional Development Leadership Team. The team consists of the high school, middle

school, and elementary teacher leaders. Members provide input, direction, and evaluation of our professional development activities and model new information and strategies for our teaching staff.

This year our district activities include seven full days of professional development along with 3 early dismissal days. These days provide collaboration time for our elementary teachers from our three one-section elementary buildings located in three different towns. In addition to our district activities, Earlville Elementary has two learning teams made up of five to six teachers and an administrator. These teams meet before school six times a year to discuss focused research articles, learn new instructional strategies, and discuss instruction in their classrooms. Each teacher has a one to three year Career Development Plan tied directly to our district learning goals. A monthly log is kept of strategies used within all classrooms. Building reflection meetings are held once a month when teachers share implemented strategies and peer observations with their colleagues.

As a result of ongoing data analysis, skill deficit areas have been identified as a focus for our professional development. Over the last five years, we have focused our activities on reading fluency and comprehension. Fluency and comprehension strategies have now become embedded in instruction. In the last two years we have moved our focus to vocabulary and differentiated strategies.

Maquoketa Valley teachers and administrators fully participate in professional development with fidelity and integrity. We believe our professional development program is one of the factors contributing to increased student achievement.

6. **School Leadership:**

The Maquoketa Valley School Board is made up of five directors. The Board meets on a monthly basis, reviewing policy, programs, student achievement, and providing leadership for the district.

The offices of the superintendent and Director of School Improvement are located in Delhi, approximately ten miles from Earlville Elementary. In spite of that distance, they are both very visible in our building, holding high expectations for staff and students and providing valuable support and encouragement.

Within the district there are three building principals who, along with the superintendent and Director of School Improvement, make up the core administrative team, providing district-wide leadership.

The Earlville building principal is shared between two elementary buildings located approximately fifteen minutes apart. Time is split between both buildings on most days, which requires teachers, and staff members to share leadership and management responsibilities.

The role of most principals is a difficult balance between management and instructional leadership. Management duties begin by hiring the best people. Establishing a safe educational environment in which all adults and students can and do perform their "jobs" successfully is of high priority. Encouraging and nurturing a relationship of trust and friendship between teachers and support staff and recognizing the importance and value of all employees, families, and students are also high-priority goals of the principal.

Accountability for implementation of best practice teaching is conducted through teacher evaluations, walk-through observations, reflection meetings, implementation logs, and analysis of student data.

Focusing everyone on student achievement as our most important job is essential. We work to utilize all available resources including educational consultants and programs to help us meet our student achievement goals.

High administrative expectations along with dedicated teachers, staff, and families are the necessary components for the success of Earlville Elementary students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3   Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001   Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% Proficient plus % Advanced	94	95	90	79	94
% Advanced	11	32	11	11	25
Number of students tested	18	19	19	19	16
Percent of total students tested	95	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	92			82	
% Advanced	0			9	
Number of students tested	13	6	7	11	4
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2			1	
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested				1	1
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

07-08 95% of students tested due to one student absence.

Subject: Reading   Grade: 3   Test: Iowa Tests of Basic Skills
Edition/Publication Year: 2001   Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	100	85	94
% Advanced	16	21	11	5	13
Number of students tested	19	19	19	20	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	100			100	
% Advanced	7			9	
Number of students tested	14	6	5	11	4
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 4 Test: Iowa Tests of Basic Skills
Edition/Publication Year: 2001 Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% Proficient plus % Advanced	100	95	85	100	95
% Advanced	47	14	30	31	15
Number of students tested	19	21	20	16	20
Percent of total students tested	95	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	8	9	6	2
2. Racial/Ethnic Group (specify subgroup): Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested				1	
3. (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested				1	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

07-08 Alternative assessment was given to an autistic child.

Subject: Reading   Grade: 4   Test: Iowa Tests of Basic Skills
Edition/Publication Year: 2001   Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% Proficient plus % Advanced	100	95	95	100	95
% Advanced	42	33	10	38	15
Number of students tested	19	21	20	16	20
Percent of total students tested	95	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	8	9	6	2
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested				1	
3. (specify subgroup): Hispanic					
% Proficient plus % Advanced					
% Advanced					
Number of students tested				1	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

07-08 Alternate assessment was given for an autistic student.

Subject: Mathematics   Grade: 5   Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001   Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% Proficient plus % Advanced	95	73	93	95	93
% Advanced	5	18	33	38	27
Number of students tested	21	22	15	21	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	90				
% Advanced	0				
Number of students tested	11	9	5	4	7
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested			1		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading   Grade: 5   Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001   Publisher: Riverside

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES					
% Proficient plus % Advanced	95	86	87	100	93
% Advanced	14	9	13	33	13
Number of students tested	21	22	15	21	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	91				
% Advanced	10				
Number of students tested	11	9	5	4	7
2. Racial/Ethnic Group (specify subgroup): Asian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested			1		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

-- **END OF DOCUMENT** --