

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

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Kevin Bortin

Official School Name: Linden Elementary School

School Mailing Address:
500 W. Old Linden Road
Show Low, AZ 85901-0001

County: Navajo State School Code Number*: 090210000

Telephone: (928) 537-6017 Fax: (928) 537-6004

Web site/URL: https://www.edline.net/pages/Linden_Elementary_School E-mail: kevinbo@show-low.k12.az.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.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Kevin Brackney

District Name: Show Low Unified District Tel: (928) 537-6000

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Lynn DeWitt

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.

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

**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 |
| 0 | Middle schools |
| 1 | Junior high schools |
| 1 | High schools |
| | Other |
| 5 | TOTAL |

2. District Per Pupil Expenditure: 6803

Average State Per Pupil Expenditure: 7382

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 1 Number of years the principal has been in her/his position at this school.

7 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	7			0
K	15	8	23	8			0
1	14	18	32	9			0
2	19	19	38	10			0
3	12	16	28	11			0
4	16	20	36	12			0
5	17	18	35	Other			0
6	24	13	37				
TOTAL STUDENTS IN THE APPLYING SCHOOL							229

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % 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: 10 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1.	229
(5)	Total transferred students in row (3) divided by total students in row (4).	0.105
(6)	Amount in row (5) multiplied by 100.	10.480

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

Total number limited English proficient 1

Number of languages represented: 1

Specify languages:

Spanish

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

Total number students who qualify: 98

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: 14 %

Total Number of Students Served: 32

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>20</u>	<u>1</u>

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 15 :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%	95%	95%	95%	95%
Daily teacher attendance	96%	95%	96%	96%	95%
Teacher turnover rate	5%	15%	15%	5%	5%

Please provide all explanations below.

Some experienced staff have retired. Coupled with personal reason moves for other teachers this elevates the turnover rate above 12% at times.

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	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

The mission of Linden Elementary School is to promote self-directed, independent learning in a safe, supportive environment. Our goal as educators is to develop the “whole” child, in partnership with parents and community members, into a reasonable citizen who can succeed in a global economy and democratic lifestyle. The most recognized milestone is that this is a school that the parents and community members are proud to be aligned with. Parents endorse the teaching techniques and emphasis placed on the education of their children. Their open and constant support advances our determination as educators to continue to strive to help the students succeed.

The school is located in an isolated, rural, conservative community in eastern Arizona within a few miles of New Mexico’s western border. It is a public school impacted over time by the economics of the era and like other public schools cannot afford any luxuries. The original facility of eight classrooms was constructed in the 1983. In the 1990’s, with an increase of the area’s population, the need for a larger public elementary school was addressed with the construction of an additional building. It provided an office area, multipurpose gymnasium/lunch room, small library, music room, bathrooms, and four new classrooms. In the past ten years the student population has not become excessive and has not required any additional facility construction. The student population is predominately Caucasian, as is the teaching staff.

The roots of the school’s strengths are exhibited in the attitude of the teachers....to accomplish as a group what they cannot as individuals. Their shared desire is to work together with one common goal....positively affecting the academic progress of each of the students. They act as facilitators for the given community of student learners with an established friendship and unchallenged trust with one another. High expectations are prevalent with all. We have two teachers per grade level, first through sixth grade, who are responsible for the academic instruction to the student population. A special education teacher is also available to provide academic assistance to the students. A half-time site principal has been employed this year to administer the school and in the past only a partially shared principal or head teacher has held this responsibility.

What truly makes the school a unique one in today’s society is that “Character Counts” education is constantly emphasized by the entire staff and appropriate behaviors are required of the students at all times. The orderliness of the school atmosphere is phenomenal. Classroom interruptions or excessive discipline infractions by the students are not a disruptive occurrence since these simply are not permitted... period! This affective attitude permeates the interactions of the students as their best manners are expected and observed throughout each day. Consequently, classrooms are orderly, movement of students through the halls is a quiet and respectful occurrence, and while in lunch lines the students are polite and never boisterous. The students do appreciate this type of order in their lives. Often times order is missing from their home environment and they work well in this structured school.

The school and its programs have not sought or consequently received numerous awards for the quality of its education. Rather, the teachers have been satisfied with not seeking notoriety and concentrating all energies into becoming a cohesive staff, forgoing individual ego needs, while placing the students as the priority in their task of teaching, successfully, one student at a time.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The elementary school is involved in State mandated testing, and students in grades three through 6 are assessed in the spring time with the AIMS DPA standardized test (Arizona Instrument to Measure Standards-Dual Purpose Assessment). The AIMS DPA is a combination of criterion referenced assessment questions, developed by Arizona educators and based on the Arizona Academic Standards. Students are tested in three content areas: reading, language arts (including writing), and mathematics. The results are shared with schools and parents by the end of May of each year.

In addition, the second grade students are tested with TerraNova, a national norm-referenced test created by CTB/McGraw-Hill. It is an assessment of three content areas: writing, reading, and mathematics. Test results can be reviewed at www.ade.state.az.us/standards/aims.

Arizona students in grades three and five have been taking the AIMS test since 2001, and results of these assessments are available. The fourth and sixth grade students have only been testing for the past four years and therefore results are only available for that time frame.

The AIMS test score standards are not found to be completely consistent from grade to grade or subject to subject tested. Third through sixth grade Reading and Mathematics scores of 70% will Meet” the standard as a passing score and scores of approximately 83% will rate an “Exceeds the standard.

Writing scores results will not be as demanding and a minimum 68% (approx) in the same grades will earn a “Meet” the standard score. To achieve a “exceeds” rating the students will have to score approximately an 80%.

Over these years in the battery of AIMS, our test findings reveal that the students at Linden Elementary School consistently perform up to 23% higher in third grade Reading scores than the Mean/Equivalency for all students in the State of Arizona. They have also scored 32% higher than the M/E of other state fourth graders over the same time period. Our fifth graders reached a pinnacle score in 30% higher than the M/E of other State fifth graders in this time frame. When in the sixth grade our students performed up to 29% higher using the same summative comparison to other Arizona students during the testing time period.

Grades three, four, and five AIMS scores in Writing also exhibit exceptional growth in the Mean Equivalency compared with the other local elementary schools, all of our Navajo County schools, as well as others in the State of Arizona. A M/E score of 87% was achieved this past 2008 year in third grade writing, 90% M/E in fourth grade writing, 91% M/E in fifth grade writing, and 78% M/E in the sixth grade writing scores. The state elementary schools’ writing scores for the same time period equate to 76% M/E in third grade, 79% M/E in fourth, 65% M/E in fifth, and 79% M/E in the sixth grades. Linden Elementary School’s summative test scores are found to be consistently higher than local, county, and state scores.

Math summative AIMS scores for the past five years also follow the exceptional overall trends revealed in the Reading and Writing scores. The lowest M/E % score in any tested grades three through six for the 2008 testing period was 92% in third and fifth grades. The highest was 100% attributed to the sixth grade.

We found that the average and above average students have continuously performed very well in the state testing regimentation. The only subgroup that significantly negative impacted our individual grade scores over the past five years in any of the tested domains has been the special education students as their scores tend to lower our overall percentages. It is anticipated that these students will continue to score lower than we desire and the same results are expected in the future.

The overall performance of our students in the AIMS tests remain consistently high, and it is anticipated that they will continue to reach this goal.

2. Using Assessment Results:

When results of mandated testing are provided from the State to the school in May, the administration reviews the error pattern summations of the AIMS and Terra Nova test score results. The primary intent of the review is to identify, specifically, what teaching areas will be targeted for improvement in the upcoming school year. Basic strand/ concept analysis takes place which provides specific information by grade level as to weaknesses revealed in separate content areas grades 2 through 6.

If results in Grade 2 Reading Test establish that students performed poorly on the “Evaluation/Extended Meaning” portion then this information is documented and shared with second and third grade teachers. If, for example, the students also performed poorly on the “Introduction to Print, Sentence Structure, and Writing Strategies” portion of the Language Test then these results are also documented, and these facts given to and reviewed with the second and third grade teachers. The intent of formally reviewing and extending the results to the teachers of two grade levels serves to inform both the specific PO’s they each will be required to emphasize in more depth if academic improvement is to be expected in the next testing sequence. The second grade teacher will ensure that additional teaching in these areas of deficiency occur throughout the school year. Also, the third grade teachers will be responsible for area specific remediation teaching to guarantee that the students who scored poorly the previous year now have additional learning opportunities.

Teacher developed criterion reference benchmark tests that are aligned to the State Standards are given to the grade 1-6 students four times during the school year. The results are reviewed by the classroom teachers and they then adjust their lesson plans to include those aligned objectives not learned well as revealed through the testing. Through these individual teacher efforts they are able to concentrate their teaching on remediation in weakness areas.

Teachers are required to prepare lessons in established tested strands where the students did not perform up to expectations. The principal is invited in to observe, both formally and informally, the teaching of lessons that address these strands so he can ensure that remediation in deficiencies is occurring. This monitoring is essential in guaranteeing the teachers continue to emphasize those academic areas needing attention for improvement.

3. Communicating Assessment Results:

Results from the yearly standardized and state adopted AIMS testing are provided in May of each year by the State to our school district office and our individual school. The packet materials are separated and parents receive their child’s test reports. The administration is available to meet with any parent who requests result interpretation. The district publishes the total school results in the local newspaper for readers to review.

Throughout the school year the students’ academic and social progress are charted documenting the affective domains. Then in mid September and February the teachers conference with all parents relating the children’s academic, social, and behavioral areas of growth. Teachers also maintain a monthly parent contact log that documents phone calls made or site meetings that occur with each parent. These also provide a brief summary of the basis for these contacts. Teachers then submit the monthly logs to the principal for review and collection.

During these contacts the teachers continue to emphasize the comparison growths being made in the academic areas relating to all subject and State Standard areas. The academic results of the STARS, the Accelerated Reading, the Morrison-McCall, and Math Assessments are offered and discussed in these contacts with the parents. These progress reports work quite well in establishing how well the students are acquiring the presented knowledge and their achievement in the State tested domains.

4. **Sharing Success:**

Primarily, the teachers from this school are presently offered the opportunity to visit other school classrooms, regardless of grade level, to become knowledgeable about the successful methods and practices fellow teachers are incorporating. These visits are strongly encouraged for continuing teachers and required of new teachers. In the past, educators from other school systems have also been welcomed to actually sit-in on various grade level classes so they, too, can learn the methods of our teachers.

Teachers are presently actively engaged in teaching college/university upper division education classes and have done so for some years. Teachers have been mentors, advisors, and consultants. They actively collect and share with each other the knowledge they glean from workshops and classes they are taking. This sharing of knowledge provides area teachers an insight into successful teaching techniques that they can incorporate in their individual classes.

Student teachers are welcomed yearly to join with assigned teachers and learn how to properly design and implement their successful classroom structure/lessons for optimal learning opportunities. They leave the school fully prepared with knowledge to positively affect the future students they will have.

If awarded the Blue Ribbon School status the Linden school will open its doors to other schools' teachers and make its programs and classrooms available for even more visitations. This sharing will include opportunities to visit with the teachers, learn from them those techniques that intertwine their classroom and student successes, as well as share teacher made materials/lesson plans that ensure optimum student performance.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The elementary school emphasizes the core curriculums in each of its classes. We offer kindergarten level standards based incremental instruction in the rudiments of our language and mathematics. Real-to-life application of the lesson materials is central to effective teaching and a most important ingredient of the lesson plan. We believe that the more emphasis on effective teaching and learning that occurs at this level, the more positive and academically competent a student will be developed. Obviously this level and the subsequent ones are the cornerstones to the children's academic successes.

As the students progress through the grades at this school, they will continue to be affected by a spiraling style of teaching and learning. Concepts are not taught in isolation and then expected to be mastered. Rather they are introduced at appropriate grade levels and then re-introduced and re-taught throughout our K-6 curriculum. Consequently, if a child is not academically ready for new concepts and cannot apply the learned concept, it is repeated in time through ensuing lessons so that knowledge can result. This process occurs in all the mathematics, reading and writing curriculums at each grade level.

We particularly practice this spiraling teaching in mathematics using a combination of Saxon published materials as well as teacher made ones. Nightly homework is given as additional practice as well as reinforcement of classroom learned objectives.

The school offers Fast For Word computer lab remediation/reinforcement for students in grades 1-6 who need reading intervention support. The intent of this program is to further develop brain processing efficiency through intensive adaptive exercises. The strengthening of memory, attention span, processing rate and sequencing as well as other cognitive skills are anticipated.

The language arts component of our teachings emphasizes all of the basic facets including reading (for pleasure and in content areas), spelling, vocabulary, writing and grammar. The gestalt effect of their teachings reveal that although each of these components may be emphasized individually they are intertwined in a relationship and can never be effectively taught in isolation. When writing assignments are given, then internal spelling and vocabulary development lessons taking place as well as grammar usage. The "Six Trait" program model is incorporated by the students emphasizing a developing piece of writing's ideas, voice, organization, word choice, conventions and sentence fluency. This methodology is taught and re-taught to the students from first grade through sixth grade, and students are required to follow this when preparing their writings. Graphic organizers as well as mind maps are additional preparation tools that are emphasized and found to be valuable for the students in support of their information recall, thought organization and to provide motivation toward successful writing.

Our Fine Arts program is actually quite simple and generally limited to classroom teachings in the visual arts. Teachers incorporate hands-on art activities that are supportive of a math/science/language arts/social studies lesson as well as trying to include the elements of art.

Both choir and instrumentation are also offered as separate classes that all students grades K-6, participate in on a weekly basis. The classes emphasize a very structured learning environment which proudly follows the state adopted standards. In these classes the students create meaning and expression through the use of listening and vocal interaction. It is the intent of our music teachings that an exposure and understanding of musical elements occurs and how people in different places and at different times have effectively manipulated them. Evening presentation concerts are held twice a year at our district auditorium, and at times involve all the students in the school. These concerts showcase the musical talents of the students for the parents and community members to enjoy.

Major fine arts productions under the direction of the teachers occur each year at the school. During Thanksgiving time period the Kindergarten, 1st, 2nd, and 3rd grade teachers each emphasize the practical concept with developed productions celebrating the historical significance. The students are period dressed and with period props present themselves in memorized recitation and play fashions to their parents and community members during school time.

In addition, a yearly Christmas choral production with students in full gala dress that celebrates the season is held in the district's auditorium and all K-6 students are active participants. This two hour festive celebration welcomes hundreds of parents and community members. Again, the students engage in scripted parts throughout the production. Parents are a key component to its success as they actively and successfully assist in all facets of the program.

Benchmark testing of the students in mathematics, language arts, reading, physical education, and music occurs at least three times per year and the results are reviewed by each teacher to determine if/what additional skill and concept remediation is required. Future lesson plans are developed with these remediations incorporated.

Additional placement tests are given by the teachers and occur at the beginning and throughout the school year. Included are Star testing, the Morrison/McCall, and Dibels tests...each providing specific skill level information directly to the teachers.

The school uses state approved, school board adopted social studies and science textbooks for grades two through six (Houghton Mifflin and McMillan). The teachers prepare lesson plans weekly in these subjects and provide instructional standards based lessons to their students. The use of realia in teaching opportunities is endorsed as students partake in field trips to study the area's and the state's geology, geographical uniqueness, learn from hands-on style guest speakers, and gain an understanding of the importance of science and social studies in their lives.

2a. (Elementary Schools) Reading:

Some years ago the teachers voiced their frustration with not having an effective phonics program for developmental reading. During available curriculum study, the district adopted the Spaulding Series and provided extensive in-service training for staff in preparation of its delivery. This program has been instrumental in preparing initial readers with the application of phonics and is one which the teachers successfully adhere to in grades K-3.

Dibels testing given to K-3 students 4 times a year reveals their error patterns in phonics which provide remediation opportunities for specific sounds of spoken English with letters or groups of letters (e.g., that the sound /k/ can be represented by c, k, or ck spellings) and teaching them to blend the sounds of letters together to produce approximate pronunciations of unknown words.

The reading process begins in Kindergarten as the students are introduced to the printed word through word list identification and recognition, vocabulary development, read along lessons, and teacher read stories. The teacher incorporates both a whole language approach as well as a well practiced/successful phonics program.

As the students, starting with the first grade, become more capable beginning readers their classes are scheduled to visit our extensive library a minimum of four times per week, where they select reading books at their exact ability level. All students in grades 1-6 are introduced to the Renaissance Reading Program which documents their individual book selection and tests the students on their recall of information. An assignment goal to read a minimum of ten books every nine weeks is given to the students, and their progress toward this goal is documented and shared regularly with the parents. The elements of literature are thoroughly discussed as are themes and writing techniques. These are then used directly in the students' writings. Reading comprehension techniques are stressed with the students, and point of view, use of context clues, drawing inferences, using the

main idea, and other skills are developed. The affective as well as the cognitive domains are considered when teaching.

Each student is tested throughout the year on the Star Reading Assessment software program to determine a proximal "Reading Zone." Based upon the results of that test, students are assigned a reading goal, which is realistic but challenging. Students visit the library daily as a class to select new books to read as well as take computer generated tests over books read the night before. The students must score at 80% or above to advance to a book in their next level of difficulty. The results of their Accelerated Reading progress is documented on their nine week report cards as well as in their 5 week progress reports that are sent home to the parents. As a result of Linden Elementary School's commitment to the Accelerated Reading program, this school year to date, our first through sixth grade student body maintains an average comprehension rate of over 86% as revealed by individual books tested on. The students tested on 12,254 books read since August with an accumulated total of over 5 ½ million words read in these books.

In the fall, parents and students are invited to a Reading Night where quality books are chosen to express the joy of reading to all. Each of the teachers develops a reading arena; in a tent in a classroom, around a make believe fire in a welcoming camp atmosphere or even in a "cave" constructed in a class and they invite students and parents to hear the tales of different selected books. This evening emphasizes to all the importance we place on the reading process and encourages parents to continue to embrace nightly reading with their sons/daughters seven days a week at home.

The Accelerated Reading Lab is opened and staff provides a "walk through" demonstration for the parents so they can experience the book comprehension testing procedures that their children engage in each day.

3. Additional Curriculum Area:

Grades 1-4 follow the detailed lesson plans of the Saxon math series with teacher generated supplements included when additional skill lessons are needed to fill in any concept gaps needing an increased emphasis. The students in grades 5 and 6 are taught primarily from the Saxon grade/ability level texts. Again, teacher developed supplements are prepared and incorporated to enhance different lessons. The Saxon series offers a "spiraling" to the learning process with learned concepts constantly being reviewed and worked on in ensuing lessons. The teachers are firm in their belief that this fashion of learning mathematics is integral to successful mathematical thinking and processing.

The more prideful students are, in their understanding and use of mathematics, relates directly to the successful pursuit by them in embracing our mission: "...do develop the "whole" child who can succeed in a global economy and democratic lifestyle". They will be actively involved in mathematical relationships throughout their lives, and they must be able to effectively manipulate this skill area in their success.

The curriculums in each grade level are sequentially presented with adaptations provided to students with documented special needs. They are articulated curriculums, standards based, and aligned directly to the State standards.

4. Instructional Methods:

The teachers employ a variety of methods in successfully conveying the instructional material to the various grade and academic proficiency level of students. The primary one found in each of the classrooms emphasizes the strategies outlined in the Madeline Hunter Method. Through extensive preparation the teacher has sequential lesson plans developed with a clear idea of what the teaching objectives are as dictated by the State's Academic Standards. The teacher informs the students about the standards of performance, the procedures to be followed, and behavioral expectations related to it, what the students are expected to do, what knowledge or skills are to be demonstrated and in what manner.

Teachers are required to ascertain the learning styles and abilities of each of their students and to initiate an informal individualized lesson plan emphasizing these differences for each. Depending on a student's academic weaknesses and strengths he/she may have an adjusted assignment, one which requires fewer questions to be answered. Accommodations are designed for individual students when engaged in the lesson. Some examples of those found include: peer assistance/tutoring, small group instruction, and oral as well as written directions. Differentiated instruction requires that the teacher be aware not only of all English as Second Language learners, but also those who have been identified as Special Education served ones.

At the beginning of the school year the teachers meet with the Special Education instructor and review the learning style and needs of these students as well as the ELL ones. This is the time for the teacher to become informed about adaptations necessary for the students to succeed in class and optimize the learning environment for them. The teacher uses the knowledge gained on individual students to adapt the classroom curriculum activities. These adaptations and differentiated teaching methods may include reduced spelling/vocabulary word lists, fewer comprehension questions to answer, peer assistance, teacher assistance, reading text materials to them, special seating arrangements, listening tools, organizational tools, assignment sheets, tutoring, as well as other student particular support. Throughout the year the classroom and ancillary teachers both formally and informally conference with the Special Education instructor, as well as parents, assessing student progress and establishing new methods to employ that will better affect the learning opportunities and success of these students.

5. Professional Development:

Throughout the school year the teachers are encouraged to participate in educational workshops and conferences that will enhance their knowledge and teaching strategies. Over the past 3 years a number of teachers and the principal have attended the National Conference on Differentiated Instruction and returned sharing information with the other teachers regarding techniques that will work with students in the classroom.

In addition, Dr. Wanda Phillips, a nationally recognized grammarian and author (*Grammar Made Easy*), has provided a methods workshop on site a few years ago, as well as another one this fall, for our teachers. Her teaching strategies and published materials are in use throughout our classes as the students study language arts.

Our district's curriculum department has permitted a specialist to provide ongoing monthly workshops on site in the writing process at each grade level. All of the components of the Six Trait Writing program have been reviewed this fall and the school's teachers received approximately 8 hours of writing specific instruction. One outcome of this training is witnessed with our sixth grade teachers developing a "writing booklet" for student use in their classes which offers an overview of each of the traits and examples of each that are used for reference when the students are engaged in a writing process.

The District's Career Ladder Program Steering Committee offers Saturday and evening workshops throughout the school year to staff. The topics of the workshops for this year extend a myriad of areas including classroom management techniques, reading strategies, how the brain learns, differentiated assessment and grading, academic choices and learning styles, and lesson mastery. The Linden teachers meet monthly with other same grade level or subject matter teachers from our school district, and they engage in State adopted curriculum scope/sequence development, alignment of our curriculums to the State standards, and writing/updating of curriculum benchmark tests.

Over years in our District, our very active and supportive Career Ladder Program has sponsored teachers to attend Career Ladder workshops that emphasize a myriad of professional topics including improvement of small group instruction, modeling, counseling, testing as well as other valuable topics. This ongoing support for training has been a boon to the effectiveness of our staff as they bring back and share their knowledge with the other teachers.

6. School Leadership:

Over the past five years the leadership structure for our school has been in transition. Prior to this year, another elementary school principal has had responsibility to administer both the Show Low Primary School with approximately 600 students as well as the Linden Elementary School with our 230 students. A classroom teacher Head Teacher was assigned to handle the day-to-day school operations and decisions. This past year our local school board determined this arrangement was not satisfactory and approved an on-site, half-time principal position and eliminated both the obligations of the primary school principal as well as the Head Teacher.

The new principal of the Linden School has an administrative philosophy intended to cause others to want his leadership. His primary function is to strive to meet the needs, goals, and mission of the school. This is accomplished through his active role in local school board meetings, participation in educational conferences, development and involvement in a site council, scheduled purposeful teacher meetings, investment in public forums, and as a conduit for the parents regarding all aspects affecting the education of the students. His ‘students’ are the teachers, and they are systematically developed through both formal and informal teacher observations and evaluations to exhibit the finest teaching skills and classroom behavioral management techniques. As need for alterations for improvement or change by the teachers become evident then the principal meets with the teacher to develop alternative options.

Knowledge of all the components of a school’s function is imperative for optimal management. The principal is aware of Federal programs, State programs, pertinent laws, as well as governing board policy and how each affects the school, its teachers, and students. As changes at any of these levels are installed, then he is responsible for informing staff and enacting the changes. The principal is knowledgeable regarding all programs offered in the school and is a component in their activities. The principal oversees the ongoing curriculum development for all grade levels. He is in contact with the teachers regarding recommendations for change and is responsible for ensuring appropriate change is pursued.

He is in constant contact with individual staff members as to their material needs for instruction and through effective budgeting practices purchases those materials. Grants applications are written and submitted by him for needed equipment not able to be purchased by budgeted monies. This year he was able to obtain all of our Physical Education supplies (\$1500), Smart Boards, and laptop computers for teachers through approved grants.

The relationship of staff members to one another is a very positive one, and they hold a common goal...students first. This can be witnessed throughout the school year as they share classroom materials, teaching techniques, classroom management skills, technology knowledge, and their enjoyment of the students with each other.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: AIMS

Edition/Publication Year: Unknown

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Exceeds/Met	90	93	98	98	92
Met	55	43	62	46	30
Number of students tested	40	40	42	28	37
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					
Excels/Meets	88				
Meets	44				
Number of students tested	16				
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:

Subgroup scores for Free and Reduced Priced Meals/Socio-Economic/ Disadvantaged Students was not broken out by our State Department of Education or provided to the district by this entity. Hence, I cannot provide something I do not have.

Subject: Reading

Grade: 3

Test: AIMS

Edition/Publication Year: Unknown

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Exceeds/Meet	88	97	87	93	95
Meet	70	56	61	82	76
Number of students tested	40	40	38	28	37
Percent of total students tested	100	100	90	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					
Excels/Meets	75				
Meets	56				
Number of students tested	16				
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:

Subgroup scores for Free and Reduced Priced Meals/Socio-Economic/ Disadvantaged Students was not broken out by our State Department of Education or provided to the district by this entity. Hence, I cannot provide something I do not have.

I was able to obtain last year's free/reduced lunch student listing and matched up their test scores to provide the information requested for this past year only. Other years students/listings are not available. Kevin Bortin, principal

Subject: Mathematics
Edition/Publication Year: Unknown

Grade: 4 Test: AIMS
Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Exceeds/Met	96	95	94	97	
Met	62	45	65	62	
Number of students tested	38	44	31	37	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Excels/Meets	94				
Meets	50				
Number of students tested	16				
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:

The AIMS Reading portion of the test was not given to 4th or 6th grade students in 2003-04 school year so no results are entered.

Subgroup scores for Free and Reduced Priced Meals/Socio-Economic/ Disadvantaged Students was not broken out by our State Department of Education or provided to the district by this entity. Hence, I cannot provide something I do not have.

Subgroup scores for Free and Reduced Priced Meals/Socio-Economic/ Disadvantaged Students was not broken out by our State Department of Education or provided to the district by this entity. Hence, I cannot provide something I do not have.

Subject: Reading

Grade: 4

Test: AIMS

Edition/Publication Year: Unknown

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Exceeds/Met	92	83	97	87	
Met	68	60	84	68	
Number of students tested	38	44	31	37	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Excels/Meets	81				
% Advanced	69				
Number of students tested	16				
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:

The AIMS Reading portion of the test was not given to 4th or 6th grade students in 2003-04 school year so no results are entered.

Subgroup scores for Free and Reduced Priced Meals/Socio-Economic/ Disadvantaged Students was not broken out by our State Department of Education or provided to the district by this entity. Hence, I cannot provide something I do not have.

Subject: Mathematics

Grade: 5

Test: AIMS

Edition/Publication Year: Unknown

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Exceeds/Met	77	100	92	82	72
Met	67	78	65	48	11
Number of students tested	39	23	37	29	28
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					
Excels/Meets	85				
Meets	62				
Number of students tested	13				
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:

Subgroup scores for Free and Reduced Priced Meals/Socio-Economic/ Disadvantaged Students was not broken out by our State Department of Education or provided to the district by this entity. Hence, I cannot provide something I do not have.

Subject: Reading

Grade: 5

Test: AIMS

Edition/Publication Year: Unknown

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Exceeds/Met	77	100	92	90	68
Met	67	87	78	69	61
Number of students tested	39	23	36	29	28
Percent of total students tested	100	100	97	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					
Excels/Meets	77				
Meets	77				
Number of students tested	13				
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:

Subgroup scores for Free and Reduced Priced Meals/Socio-Economic/ Disadvantaged Students was not broken out by our State Department of Education or provided to the district by this entity. Hence, I cannot provide something I do not have.

Subject: Mathematics

Grade: 6

Test: AIMS

Edition/Publication Year: Unknown

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Exceeds/Met	100	81	90	100	
Met	70	47	33	53	
Number of students tested	23	32	30	30	
Percent of total students tested	100	100	94	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Excels/Meets	100				
Meets	100				
Number of students tested	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:

The AIMS Reading portion of the test was not given to 4th or 6th grade students in 2003-04 school year so no results are entered.

Subgroup scores for Free and Reduced Priced Meals/Socio-Economic/ Disadvantaged Students was not broken out by our State Department of Education or provided to the district by this entity. Hence, I cannot provide something I do not have.

Subject: Reading

Grade: 6

Test: AIMS

Edition/Publication Year: Unknown

Publisher: McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Exceeds/Met	96	81	89	93	
Met	83	68	79	83	
Number of students tested	23	32	29	30	
Percent of total students tested	100	100	91	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Excels/Meets	100				
Meets	75				
Number of students tested	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:

The Reading portion of AIMS was not given in 2003-04 to sixth graders so no results are available.

Subgroup scores for Free and Reduced Priced Meals/Socio-Economic/ Disadvantaged Students was not broken out by our State Department of Education or provided to the district by this entity. Hence, I cannot provide something I do not have.